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AN EXPERIENCE WITH THE LIFE AND WORK OF THE DISADVANTAGED FOR THE PRESERVICE EDUCATION OF HOME ECONOMICS TEACHERS. FINAL REPORT.

BY- EAST, MARJORIE BOLERATZ, JULIA M.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

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TO EVALUATE THE FEASIBILITY OF PROVIDING EXPERIENCES FOR INCREASING FUTURE HOME ECONOMICS TEACHERS' AWARENESS OF WORKING CLASS PATTERNS OF LIFE AND WORK, 13 COLLEGE STUDENTS, AT THE SOPHOMORE OR JUNIOR LEVELS, SPENT A PERIOD OF 10 WEEKS LIVING AND WORKING IN HOME SITUATIONS CHARACTERIZED BY LOW INCOME, LARGE FAMILIES, AND LIMITED EDUCATION, AND HOLDING JOBS CHARACTERIZED BY LOW PAY, ROUTINE WORK, AND ASSOCIATION WITH FELLOW EMPLOYEES. IN THE FIRST STAGE OF THE EXPERIMENT, STUDENTS ATTENDED A SEMINAR OF APPROXIMATELY 15 HOURS TO REVIEW PREVIOUSLY-LEARNED CONCEPTS FROM SOCIOLOGY, PSYCHOLOGY, CHILD DEVELOPMENT, FAMILY RELATIONSHIPS, HOME MANAGEMENT, AND EDUCATION. THE SECOND AND THIRD PHASES INCLUDED THE 10-WEEK LIVING-IN SITUATION AND DAILY RESPONSIBILITY OF HOLDING A JOB. THE FOURTH STAGE WAS A POSTSEMINAR OF APPROXIMATELY 15 HOURS OF POSTTESTING AND DISCUSSION. THE TEST SCORES OF THE PARTICIPANTS AS A GROUP SHOWED SIGNIFICANT GAINS ON SELF-ACTUALIZATION, ON CERTAINTY OF ANSWERS ON A TEST OF KNOWLEDGE OF THE DISADVANTAGED, AND ON A MEASURE ASSESSING ATTITUDES TOWARD FAMILIES UNLIKE THEIR OWN. IN THE PROJECT AS A WHOLE, (1) SUCCESSFUL RELATIONSHIPS WERE ESTABLISHED WITH SOCIAL AGENCIES, EMPLOYERS, AND ADVISORS, (2) APPROPRIATE INSTRUCTIONAL MATERIALS WERE DEVELOPED AND USED THROUGHOUT THE OPERATION OF THE STUDY, AND (3) IT WAS THE CONSENSUS OF PARTICIPANTS AND PROJECT PERSONNEL THAT IT WAS FEASIBLE TO INCORPORATE SUCH EXPERIENCES INTO THE CURRICULUM OF HOME ECONOMICS EDUCATION MAJORS. (FP)

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PRESERVICE EDUCATION OF HOME ECONOMICS TEACHERS

Marjorie East
and
Julia M. Boleratz

The Pennsylvania State University
University Park, Pennsylvania

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SUMMARY

This report describes a study undertaken at The Pennsylvania State University in the Department of Home Economics Education between September 1965 and December 1967. The study was conducted for the purpose of evaluating the feasibility of providing experiences for increasing future home economics teachers' awareness of working class patterns of life and work.

The study focused on a four-part experience for college sophomores or juniors who volunteered to take part in an "Experimental Practicum." During six eleven-week periods, thirteen students participated in pre- and postseminars, and living-working experiences. The objectives for the study included the following: (1) planning and initiating an experience with the life and work of the working class as a potential part of the preservice education of home economics teachers, and exploring variations of such a program; (2) exploring possibilities and working relationships with several types of social agencies, with employers, consultants and advisors; (3) developing and testing appropriate instructional materials; (4) determining probable educational results of the experience as measured by immediate changes in students' scores on specific tests; (5) carrying out an experimental situation through which the values of the practicum experience could be estimated.

Preliminary planning for the field experience included consulting about locale of the project, contacting social and employment agencies, setting up time schedules, recruiting participants, and preparing instructional materials. Just prior to the first field trial, homes and jobs were secured for participants and students received some counseling. During the preseminars these general guidelines were followed: (1) general discussion of the family and job situations was held; (2) mechanical details of rules and deadlines were discussed, (3) the counselor's role was explained; (4) the student's role in the family was identified; (5) pretests were given, (6) reading assignments were made; and, (7) instructional materials were studied and discussed.

The living experience consisted of joining a selected family as a participant-observer and assuming the role of older sister and daughter. Some families lived in a rural setting and some in an urban setting but all were characterized by low income, large families, and family crises. Each girl paid room and board, followed the rules of the household, worked eight hours a day and shared her free time with the family. She was expected to live on the money she earned from her job.

The work experiences consisted of unskilled jobs that in some instances paid less than minimum wages. Participants worked as cafeteria and restaurant help, assembly line workers and clerks in a drug store.

The postseminar included a fifteen hour period at the end of the living-working experience. This on-campus time was spent on posttesting

and discussion. Instruction during the postseminar included (1) discussion of reference books and a comparison with real conditions; (2) discussion of what to include in a summary report of the experience; (3) discussion of questions related to attainment of personal goals, teaching goals, and societal goals; and (4) suggestions for changes or additions to the practicum experience.

In order to establish the extent to which the participants differed from pre- to posttest on four measures, t tests were computed. On the Personal Orientation Inventory the t ratio of 2.660 was significant at the .02 level and it was assumed that the effects of the Experimental Practicum accounted for the gain. No gain was made by the group on the Dogmatism Scale or a test of Knowledge of the Disadvantaged. However, the group made a significance gain at the .05 level on the certainty of the answers on the test of Knowledge of the Disadvantaged. On the fourth measure, the Lehman Inventory, the t ratio for the total test was significant at the .05 level, supporting the assumption that the treatment variable--The Experimental Practicum--had contributed to positive change on this measure. Change in individuals was assessed by the case study approach which included profiles of test scores, as well as accounts of the satisfactions and successes achieved by participants.

The objectives of the study were achieved except for establishing an experimental situation. Because of the small number of participants it was not feasible to run a control group. It was the consensus of the participants and project personnel that awareness of the life and work patterns of the working class had been successfully facilitated for project participants and that it was feasible to incorporate such experiences into the curriculum of the preservice home economics education majors.

It is recommended that some kinds of experiences that provide students with in-depth relationships with people who are different from themselves be considered as part of the curriculum of all preteachers. Providing guidance and counseling during the experience is also important.

While some similar experiences could be provided within the college curriculum, a project that requires special personnel and contacts with agencies outside the college will need extra funding. A variety of adaptations of the study could provide students with living-in experiences since this part of the program rather than the working experience elicited the most favorable learning response from participants.

An on-going program to educate both parents and education majors about the needs of present day teachers would also be recommended, since recruitment of volunteers is likely to be a major problem of such a program.

INTRODUCTION

One of the most apparent inconsistencies in secondary schools is that faculty are representative of the middle class while many of the students represent the culture of the working (lower) class. Students who are upwardly socially mobile and who value models to follow seem to welcome and emulate the patterns endorsed by their teachers. However, for many youth, the differences between student and teacher in language, values, and aspirations set up barriers and discourage change.

As entrance requirements and costs for higher education rise, the social status of college students rises. In many colleges and universities there is a marked increase in the number of students from professional and managerial families and from suburban high schools with a corresponding decrease in students from farm or mine families, as well as from small town, rural, or urban high schools. For example, Table 1 shows such a comparison for the sophomore majors in home economics education at The Pennsylvania State University for the years 1960 and 1967.

Home economics is in a particularly sensitive relationship to social status. The subject matter deals to a great extent with the values, material culture, decisions, and aspirations of people as they participate in daily life. Differences in social status are characterized by just such concepts. If a teacher is familiar with only one pattern--the middle class way--she lacks the experience to work with all types of youth. First, she finds it difficult to identify the concepts that are essential for one pattern and not the others. Second, she may not be understood by her students nor is she likely to understand them. There are different words used, different objects to name, and different experiences to describe.

This report describes a study undertaken at The Pennsylvania State University in the Department of Home Economics Education between September 1965 and December 1967. This research was conducted as a means of evaluating the feasibility of providing experiences for increasing future home economics teachers' awareness of working class patterns of life and work. In order to increase their awareness, college students, at the sophomore or junior level spent a period of ten weeks living and working in homes, communities and jobs that were considered typical of high school educated, working class youth. The need for such a study was based on the premise that following graduation, most of the subjects would teach or work with members of working class families whose resources, values, and aspirations differed significantly from those of the teacher. As teachers, many of the subjects would eventually be working in vocational programs designed to help youth become more adept at managing their homes, their families, and their jobs. Some of the teachers would also become involved in training youth for gainful employment.

This study focuses on a four part experience for each college student who volunteered for the "Experimental Practicum." First, the

TABLE 1

A COMPARISON OF HOME ECONOMICS EDUCATION MAJORS AT THE SOPHOMORE
LEVEL ON FATHER'S OCCUPATION AND TYPE OF HOME COMMUNITY
FOR THE YEARS 1960 AND 1967 AT THE
PENNSYLVANIA STATE UNIVERSITY

Comparison	1960	1967
<u>Father's Occupation</u>		
N	38	49
Professional	11	18
Semiprofessional	8	5
Managerial	6	8
Public Office	0	2
Clerical-Sales	1	3
Skilled Labor	4	6
Semiskilled	6	5
None	0	1
Deceased	2	1
<u>Home Community</u>		
N	38	49
Farm	8	5
Rural, nonfarm	4	11
Under 10,000	12	14
Between 10,000-50,000	9	14
Over 50,000	5	5

student attended a seminar in which the group reviewed previously learned concepts from sociology, psychology, child development, family relationships, home management, and education. During this seminar, individual plans and the mechanical details of the living situation and job were also discussed. The second and third phases of the experience included the ten weeks living-in situation and the daily responsibility of holding a job. The fourth stage of the experience was a postseminar in which there was group discussion of concepts gained or broadened, test taking and other evaluation, and an opportunity to project learnings to teaching situations.

Projects similar to this study have been successfully carried out in other colleges although no formal studies have replicated the areas of living and working with the working class. There have been work-study programs and there have been planned experiences in which students have participated in working class life and low-income living.

Among the work-study programs are those of Antioch College, Fenn College, Keuka College, and Drexel Institute, as well as the Teacher Intern plan of Northwestern University. In the programs the students alternate periods of time in the classroom with time on the job. Some jobs are of a general education type, broadening conceptions and sharpening issues. Other jobs are preprofessional in which the student gets a glimpse of his future work role. The colleges arrange for the jobs. There are counselor-supervisors who visit the students on the job and who talk with the employers. Students are usually responsible for their own living arrangements.

Programs to help students learn about lower class life have been mostly of a voluntary nature--for those who elect the experience. Hunter College operates a plan for teacher education in which volunteers work in "hard core" schools. The American Friends Service Committee sponsors each year a number of summer projects in community service and civil rights, with the retarded, the mentally ill, the poor, the Negro, and the slum dweller. Iowa State University sponsored a week long field trip to Chicago slums and depressed areas. The tour was planned to let students see living patterns in various social, ethnic, and economic groups, to acquaint them with community efforts (or lack of effort) to solve problems.

Generally, in most colleges of home economics, students expecting to become home economics teachers are required to have a practicum experience in some type of paid or volunteer employment. At the Pennsylvania State University a six-weeks practicum is required. Table 2 shows the types of jobs held by those completing the practicum in 1962, 1966 and 1967. In present practices the students are encouraged to work with people different from themselves--in age, education, or social class. It is also suggested that students live away from home during their practicum in order to learn more realistically some of the cares and responsibilities of being on their own. Each student is expected to find her own job, get departmental approval, and write a report about her

TABLE 2

TYPES OF PRACTICUM JOBS HELD BY MAJORS
IN HOME ECONOMICS EDUCATION FOR THE YEARS 1962, 1966, AND 1967
AT THE PENNSYLVANIA STATE UNIVERSITY

Type of Job Held	1962	1966	1967
Business:			
secretary, sales, manager, tour guide	9	5	6
Hospital:			
assistant dietician, nurse's aide	5	3	3
Home Economics:			
extension, Head Start, utility co.	7	3	3
Restaurant:			
waitress, kitchen help, summer resort	10	10	10
Youth Activities:			
pools, playgrounds, camps, 4H, teacher aide, day care center, etc.	15	16	17
Social Agencies:			
family & child service, probation, caseworker		2	2
Handicapped Children:			
schools, camps, etc.		3	3
Factory work:			
shoes, pajamas, tile, etc.		5	4
TOTAL	46	47	48

experience. Each employer is asked to comment on the student's reaction to work responsibility.

The regular practicum has been a valuable part of the curriculum as evaluated by students and faculty. However, it has not been adequate for giving the students an in-depth experience that would increase their awareness of social class patterns as they relate to families and work. There has been no opportunity for faculty supervision or counseling except following the completed experience. There has been little interest in, or opportunity for, students to live away from home except in camp situations. No concerted effort has been made to connect the practicum to teaching except in informal ways. There has been no controlled situation in which test results could be statistically analyzed to indicate change or lack of change in knowledge, attitude, and personality.

Penn State does not differ from other colleges and universities in its approach to the practicum. Students who transfer into the department comment on similarities and wish to transfer, not credits since academic credits are not given, but transcript credit for having done a practicum. It can be assumed that the comments above that refer to Penn State can also be made about other departments of home economics education.

The objectives for the Experimental Practicum embodied in this study include the following:

1. Plan and initiate an experience with the life and work of the working class as a potential part of the preservice education of home economics teachers, and explore several variations in such a program.
2. Explore possibilities and working relationships with several types of social agencies, with employers, with consultants and advisors.
3. Develop and test appropriate instructional materials.
4. Determine probable educational results of the experience as measured by immediate changes in students' scores on specific tests (explained later).
5. Carry out an experimental situation through which the values of the practicum experience could be estimated.

DESIGN OF STUDY

Nature of the Investigation

This study was dependent on a time plan based on a succession of ten-week terms. (See Chart 1, p. 9) The study included time for organizing the project during Fall Term--September 1965 to December 1965. The seven terms from September 1965 through August 1967 were used to carry out the project. Fall Term--September 1967 to December 1967--was used for evaluating the project and writing the final report.

A limited number of college sophomores or juniors elected to participate in this project known as the "Experimental Practicum." Those girls who did not volunteer for the Experimental Practicum were expected to complete the regular practicum (described previously). Approximately 40 to 50 students complete practicums each year but since some complete them during their sophomore year and some during their junior year, the number of completed practicums cannot be equated to the enrollment of either the sophomores or juniors.

One of the specific objectives of this study was to plan and implement an experience with the life and work of the working class as a potential part of the preservice education of home economics teachers. During the first term of the study, personnel of the project consulted about such specifics as: locale of the project, possible contacts with social and employment agencies, time schedules, ways of introducing the project to the students, and preparation of instructional materials. Subsequently, decisions were made in all these areas.

The project counselor-supervisor attended several meetings that were in some way related to the project. These meetings included a teacher educators' conference at which teaching the disadvantaged was discussed and a conference on occupational counseling for girls in the 1960's. Written materials from an orientation meeting for Vista Volunteers were also secured.

With the cooperation of the local employment office, the counselor-supervisor established the areas of least unemployment in the state. This precaution was deemed necessary because those concerned with the project did not wish to have students compete for jobs in area of low employment. The counselor-supervisor also discussed with Dr. Margaret Matson, Professor of Sociology, The Pennsylvania State University and director of the social welfare major, the agencies and social workers in the various parts of the state who might cooperate with the project. With factors of employment and possible agency cooperation in mind, as well as relative nearness to the campus, Harrisburg, Pennsylvania was selected as the place to start initial contacts with social and employment agencies.

The Tri-County Welfare Council of Harrisburg, represented by Mrs. Helene Bitting, agreed to work with the counselor-supervisor and after

CHART I
TIME PLAN ILLUSTRATING MAJOR EVENTS OF THE STUDY

MAJOR EVENTS	FALL 1965	WINTER 1966	SPRING 1966	SUMMER 1966	FALL 1966	WINTER 1967	SPRING 1967	SUMMER 1967	FALL 1967
Plan and orient staff									
Initiate Agency Relations									
Visit meetings & projects									
Develop materials									
Obtain tests									
Recruit participants									
Find homes & jobs									
Establish employer relations									
Conduct preseminars									
Visit & counsel students									
Conduct Field Trips									
Conduct postseminars									
Write interim report									
Request funds--second year									
Plan for second year									
Analyze data									
Write final report									

several planning sessions, Mrs. Bitting organized and hosted a luncheon meeting of social casework agency representatives, people from employment facilities and both the project administrator and the counselor-supervisor. See the Appendix for the minutes of this exploratory conference (pp.67-72). The purpose of the meeting was to discuss possible types of potential cooperation between the project personnel and the agencies.

Further contacts were made between the counselor-supervisor and the directors of Family and Child Service, Protective Child Service, and Catholic Charities. Each of these agencies was in contact with people who had been accepted as foster parents, who would have the physical space in their homes for one of the project participants, and who would be considered within a lower income level. Families on public assistance, while at the poverty level, seemed unlikely to adapt to the project needs because of housing problems. Many subsequent contacts were made between the social and employment agencies and the project personnel, reflecting a level of cooperation that would exemplify ideal conditions between social institutions.

Contacts with suggested families and possible employers had to be postponed until definite commitments were made by the students. However, during this time, the counselor-supervisor was in contact with Mr. Glen Winter, Mr. Charles Boyer, and Sister Mary William of the casework agencies. During the latter part of the planning period, two families were selected and visited by the counselor-supervisor. These families were both in a rural setting about ten miles from Harrisburg. Although an urban setting was desired, there were family crises or had been crises in these homes that would give the students adequate experiences in coping within the family. Another point that was considered was nearness to available jobs. An employer contact that had originated in the first meeting at the Tri-County Welfare Council had provided two job openings at a cafeteria at the Mechanicsburg Naval Depot. Since coordinating jobs and homes was one of the most difficult functions of the supervisor, the decision was made to use the two homes. During the third and fourth terms of the project, two more homes were added as possible living situations for the students. Both of these homes were located in central Harrisburg.

Development of Instructional Materials

During the first term of the project a need for student self-evaluation was noted. A questionnaire was designed with which students could personally and with the help of the counselor-supervisor evaluate their own needs in relation to an experience such as the Experimental Practicum. This questionnaire was subsequently used by students during the course, Home Economics for the Adolescent, to assess their needs for practicum experiences. (See Appendix 6, pp. 105-108.)

Instructional materials were completed during the first term of the project although a few additions and deletions were made as new and

relevant materials became available. The counselor-supervisor introduced new ideas or concepts as they were obtained in addition to the original materials. The concept of the participant-observer was such an addition. (See Appendix 2, pp.74-75.) Materials prepared included: a reading list and actual copies of books, as well as reproductions of articles; a guide to assist students in ordering and systematizing materials about the working class; case situations portraying typical decision making processes; listings of appropriate generalizations about the disadvantaged, as suggested by current research; a suggested outline for writing a summary report; suggested questions for evaluating the practicum experience in relation to perceived goals, to classroom teaching, and to possible changes in the Experimental Practicum. (See Appendix 2, pp.76-79.)

Once the project was planned and instructional materials readied, operational aspects were the major concern. Four aspects were of primary consideration. (1) finding and coordinating homes and jobs, (2) conducting the preseminar, (3) visiting and counseling participants during the ten-weeks term, and (4) conducting the postseminar.

Actual homes and jobs could not be obtained until after it was known how many students would participate each term. Once this was determined, homes and jobs had to be coordinated because transportation was a problem in outlying areas. Two cafeteria jobs were secured through the help of Mr. John Kirby, President of the Personnel Association. The Family and Child Service director, Mr. Glen Winter, then contacted two foster parents near the jobs and explained the program briefly. The mothers in these two families expressed interest in the project and the counselor-supervisor accompanied by the first two participants called in the homes.

At this point, there was no valid way to evaluate the homes in relation to the personality or other characteristics of the students so decision making became a matter of flipping a coin. The project supervisor then called the families and told them which girl would be living with each family. Later contacts for new homes were made in much the same way but in one instance a student had to change her place of employment because she had to spend an unwarranted amount of time getting to and from work. The student requested the change and found a new job, including her employer's agreement to cooperate with the project for its duration.

The third home was secured through the help of Sister Mary William, Director of Catholic Charities in Harrisburg, with the project supervisor making a visit in the home to explain the program in detail. A fourth home was obtained for use during the Summer Term 1966 when it was anticipated that four girls would be participating in the project. The director of Family and Child Service provided this contact also.

The home situations, although not hard core poverty, were characterized by low income (between \$3,000 and \$4,000), large families (three to

ten children) and limited education (less than high school diplomas). Three of the families receive small supplements for foster children and the fourth family at times had received Aid to Dependent Children. Two of the families provided problems associated with mentally handicapped children and two families contained interracial children.

The participants' jobs were characterized by low pay (two jobs paying less than minimum wages), routine work, and association with fellow employees from the lower socioeconomic levels. Working conditions and benefits were poor plus the fact that the students were considered temporary employees. Because of the conditions necessary for the project, concessions were made by both the employers and students. Most of the employers require an interview with each girl before finally accepting her. Securing suitable jobs created greater problems for the supervisor than finding the homes.

The general plan for all preseminars included the following guidelines: (1) a general discussion of the family and job situations, for example: the clothes to take (whether uniforms were needed), how checks and money might be handled, the amount of privacy to expect (variation from home to home), and what responsibilities and restrictions might be placed on participants; (2) mechanical details, for example, exchange of important addresses and telephone numbers, specific dates and deadlines for seminars, dates for visits from the counselor-supervisor, suggestion for the living-working experience, and how to handle emergencies; (3) the counselor's role, for example, the students were to contact the counselor or someone in the home economics education department whenever they had a serious problem; (4) the student's role as a participant-observer, for example how much secrecy should be maintained concerning why she was there and how her background differed from those she worked and lived with; (5) pretesting; (6) reading assignments which were given so that specific reality could be evaluated in the light of general knowledge; and (7) discussion notes which were used to pinpoint areas of discussion, such as enlarging one's powers of observation, developing certain attitudes and personality characteristics and becoming an agent of social change.

Since preseminar meetings were difficult to fit into the University calendar and employers were anxious to have replacement within a week in most instances, a different preseminar time schedule was considered. (The preseminar was scheduled for two and a half days prior to University registration with students returning to campus early and of necessity paying an extra fee for room and board.) This led the counselor-supervisor to try a second plan in which the preseminar materials with the exception of a few items were introduced weekly during her visit to the participants in one and a half to two hour sessions. During the term prior to the practicum, students set up individual or group conferences with the counselor-supervisor and at this time all necessary information was exchanged, such as the mechanical details of the practicum and reading assignments. All discussion was postponed until the weekly sessions during the first five weeks of the practicum.

At the beginning of each term the participant traveled to her new home with as few belongings as possible. Some students went by bus and some were taken to their homes by their parents or friends. The latter plan was discouraged but in several instances parents thought it necessary that they see the living situations. Parents in the foster homes were very cooperative about providing transportation from bus station to the homes. One student who was located in a rural area was allowed to use her car because she could find no transportation to her job. The car was a 1956 model and therefore comparable to her foster family's level.

Each student was to attempt to put herself into the situation of a lower socioeconomic high school drop-out or graduate who was working, living at home, and responsible to her family. She was to pay for her room, board, and laundry, as well as assume whatever family responsibilities the foster parents might suggest. The parents were instructed to treat the girls as older, working sisters, and to allocate responsibility as they would to their own daughter. The student was also instructed to abide by family regulations for dating, etc. At the same time that the student was trying hard to fit into the life style of the family, she was to be finding out as much as she could about the habits, the material culture, and the economic and family problems of her family.

Each girl was to live on the money she made and to keep accurate accounts of her spending, noting any differences between her own spending patterns and those typical of the people she was working and living with.

In the early stages of the study, it was suggested to the girls that they might need emergency contacts. Several people from the Penn State Alumni Chapter agreed to help in case girls needed to leave the homes in a hurry. Social agencies that worked with the project also agreed to share their caseworkers or psychiatric staff if ever necessary. With the types of homes being used, such emergencies became unlikely and provisions were unused.

Regular weekly visits to the participants were made during the first five weeks of their living-working experience and on alternate weeks during the latter half of the term. The counselor-supervisor met the girls at their homes after they had finished work, went to dinner with them and then they all went to the counselor-supervisor's motel room for discussion and class. Following this the girls were returned to their homes. There was a friendly relationship between the counselor-supervisor and the families and often she was invited into the homes either before or after the weekly sessions. Before and after contacts with the students, the counselor-supervisor would take care of appointments with the social workers and employers and make necessary contacts with the families.

Field trips were not included in the original planning but Mrs. Bitting of the Tri-County Welfare Council offered to arrange for some

brief experiences which might compensate for the fact that students were not really seeing hard core poverty. Two field trips were arranged (See Appendix 3, p. 96), and completed but they strained both Mrs. Bitting's resources and the students' time schedules so this plan was dropped after the second attempt.

The postseminar covered a two and one-half to three day period devoted to posttesting and discussion of the experience and project. In the original plan the first postseminar followed the living-working experience immediately, but due to scheduling problems and the consensus of the participants, subsequent postseminars were held during orientation and registration for the following term.

Instruction and materials used during the postseminar included: (1) four posttests, (2) discussion of reference books and a comparison with real conditions, (3) a suggested outline for writing a summary paper, (4) discussion of questions related to the attainment of personal goals, the attainment of teaching goals, and the attainment of societal goals, (5) suggestions for changes or additions to the practicum experience. (See Appendix 2, pp. 91-94.)

The second objective of this study was to explore possibilities and working relationships with several types of social agencies, employers, consultants, and advisors. The formation and functioning of an Advisory Council contributed to this objective.

The first meeting of the Advisory Council was held April 20, 1966 in Harrisburg, Pennsylvania. (See Appendix 4, pp. 98-99.) Only one member was unable to attend and subsequently the counselor-supervisor met with this member. Many suggestions were made by the group and interest was shown in the project. Further meetings were not held but a progress report was sent to members of the Council on the advice of Mrs. Helene Bitting. (See Appendix 4, p. 100.)

Instruments Used in the Study

Two tests--Shostrom's "Personal Orientation Inventory" (a measure of self-actualization) and Rokeach's "Dogmatism Scale"--were administered to all eligible students during Fall Terms 1965 and 1966. The resulting scores were used as pretest scores for project participants. During each preseminar, participants also completed two other pretests--Lehman's inventory, "The Teacher and the Community," a copyrighted test loaned to the project administrator, and a locally developed test used to measure knowledge of the disadvantaged. The pretest scores on these four measures were compared with posttest scores on the same measures when they were obtained during each of the postseminars.

Maslow (3, 4) developed the idea of the self-actualizing person. He characterized such a person as a more fully functioning individual who lives a richer life than does the average person. Murray (5)

suggested that personality patterns or characteristics of effective teachers frequently coincide with Maslow's definition of the self-actualizing person. In order to meet the need for a comprehensive measure of values and behavior, Everett Shostrom developed the Personal Orientation Inventory (POI). The POI consists of 150 two-choice comparative value and behavior judgments. The items are scored twice, first for two basic scales of personal orientation, inner directed support and time competence and second for ten subscales, each of which measures a conceptually important element of self-actualization.

For the purposes of this study, scores and answers on subscales were used in the post-seminar as a heuristic device. Only the total POI scores were used in assessing change from pre- to posttest in the statistical analysis. Personality factors are not likely to change over short periods of time. However, in this study, a seemingly vigorous treatment was being applied and it was conceivable that general personality change might be statistically evident.

The self-actualizing person has been described as fully functioning, fully human, and psychologically healthy. Some of the attributes that underlie such a personality include such concepts as acceptance, spontaneity, problem centering (having a task outside oneself), a quality of detachment (a need for privacy), autonomy, freshness of appreciation, a love of mankind, a democratic nature, discrimination between means and end, a philosophical, unhostile sense of humor, creativeness, resistance to enculturation, and a resolution of dichotomies.

The reliability and validity of the POI have been established by Shostrom (9, p. 5).

Test-retest reliability was established for the support and time ratio scores based on 158 normal adult subjects. . . . Retesting was done within periods of 11 to 15 weeks. Reliability coefficients were 0.93 for the Support Ratio score and 0.91 for the Time Ratio score.

Shostrom administered the POI to 303 persons and established that the inventory "discriminates between clinically judged self-actualized and nonself-actualized groups on eleven of the twelve scales measured" (9, p. 5).

Weis (11) in a study that was assessing self-actualization among college students making vocation selections in home economics fields found a mean score of 151.00 for the POI with a range of 80 to 183. In separating groups for further analysis Weis found upper quartile subject scores to be 161 or above and lower quartile subjects scores to be 130 or below. With this range established on a population similar to that of this study, a comparison can be made.

A pre and post measure of Rokeach's Dogmatism Scale was administered as part of this study to determine differences in belief systems

or the extent to which each student's mind was open or closed. The extent to which these differences in belief systems changed during the treatment (the experimental practicum) was also of primary interest.

Rokeach and associates constructed the Dogmatism Scale by the deductive method. The assumption was that if a person strongly agreed with the statements, it indicated that he possessed one extreme of the particular characteristic under consideration. If a person strongly disagreed, he possessed the opposite extreme in belief. The statements attempted to express ideas familiar to the average person's life. Each statement was designed to transcend specific ideological positions in order to penetrate to the formal and structural characteristics of all positions. Persons adhering dogmatically to such diverse viewpoints as capitalism and communism, Catholicism and anti-Catholicism, should score together at one end of the continuum and thus score at the opposite end from those having equally diverse yet undogmatic viewpoints.

Rokeach (7, p. 89) put the Dogmatism Scale through five editions to determine reliability. The initial Form A of the scale included fifty-seven items. Using the odd-even split half method, corrected by the Spearman-Brown formula, reliability was .70. In the final refinement of the scale (Form E), the corrected reliability was .81. Several studies were undertaken by Rokeach and associates (7, p. 170) to establish validity of the scale (Form E). High and low scores were compared as to performance on various other tests. The form of the scale used in this study was adapted by Rosenfeld (8). She added ten items to the measure for the purposes of her study but analysis showed that the reliability of the measure was not altered.

Using similar groups of college sophomores, statistical analysis showed a mean total score of 184.26. Tenth percentile scores ranged between 100-154. 100th percentile scores were 218 and over. It should be noted that percentile scores were set up so that the score for a dogmatic person would come at a high percentile.

In order to assess the differences that might occur on the variable of cognitive knowledge, an instrument developed by Ray and Phillips (6) was used in this study. This test was developed to measure the teacher's understanding of general and specific concepts pertaining to the disadvantaged and is referred to as Knowledge of the Disadvantaged or KOD. This measure consisted of eighty items. There were 25 items which were related to working with disadvantaged individuals and families; 40 items evaluating general knowledge which was judged to be of particular value to individuals who would work with the disadvantaged; and fifteen items which dealt with attitudes toward working with children of the disadvantaged in a teacher-student relationship. (See Appendix 5, p.102.)

The test was made up of positive and negative generalizations which required simple true-false answers. Each item required an additional response indicating the degree to which the individual was

certain of his response--a certainty score resulted. The reliability of the test was established on a group of 37 workshop participants. It was estimated by means of an Analysis of Variance technique using the certainty scores. The index of .887 for the total test using pre-test data indicated that the measure is respectably consistent.

The instrument, The Teacher and the Community, was developed by Ruth Lehman (1, p. 470) in order to be a measure of:

. . . the degree to which students majoring in home economics education accept families and children from families unlike their own and what factors seem to be related to acceptance.

She considered its primary purpose as an instrument to be used in longitudinal studies as a pre and post measure. Lehman has established a profile sheet with percentile scores based on 500 college sophomores. This device was used to plot the scores for each project participant for each of the twenty subscores and the total score.

The assumptions underlying the construction of the Lehman measure included the following: (1) teachers who accept persons different from themselves are more effective teachers than they might otherwise be; (2) the college has a responsibility for helping students to assess their own attitudes and broaden their experience with other groups, particularly with those of whom they have little first hand knowledge and toward whom they have strong prejudice; and (3) understanding comes from experience, and with understanding, acceptance.

The Lehman measure samples attitudes concerning twelve different types of groups or persons who are likely to be met in the school systems of today. (See Appendix 5, p. 103.) For the project analysis subscores were computed for each of the twelve groups identified. There are 182 items on the measure. The range for scores is a possible 182 to 910. High scores on the measure indicate a high degree of tolerance and understanding while low scores indicate an unreal attitude or stereotyping of specific groups. Attitudes toward the following groups are measured by fifteen items referring to each group situation: parents today; city, town, and farm people; divorce and working mothers; foreigners; little education and college education; slum families; Catholics, Jews, and Protestants; the upper and middle classes; a problem school; youth and aged; another race; and factory workers.

Lehman (2, p. 97) states that "The reliability of the inventory was tested by the split-half method, using the responses of the 513 juniors. This was found to be .912. Counted for length by the Spearman-Brown formula, it was .954."

Recruitment of Sample

Eligibility of the students for the Experimental Practicum was broadly defined. Each student would have completed at least four terms

of college and their curricula would have included certain courses which introduced concepts appropriate to the practicum experience--Sociology, Educational Psychology, Home Economics Education for the Adolescent, Development Within the Family, and Decision Making in the Family.

Students were to make plans during their fourth term as to which term they preferred to do the practicum. Since many of the students were already familiar with the idea of attending classes during the summer, no problems were anticipated in securing volunteers who would elect to take the practicum during a fall, winter, or spring term and then attend summer school to make up for the practicum term.

During the Fall Term each year the objectives of the practicum are discussed in a course, Home Economics for the Adolescent, that is taken by all 4th term and transfer students in the major. In the Fall Term 1965, approximately 70 students were introduced to the objectives of the Experimental Practicum. Also during that same term individual and group counseling were used to promote the objectives of this experience. Conferences were held when requested with several parents and students. This procedure was repeated during Fall Term 1966. At this time, former participants in the Experimental Practicum addressed the class to give firsthand accounts of their experiences. Snapshots and newspaper articles were also displayed to promote interest. Aid in decision making in relation to the practicum continued throughout all terms of the study and included such things as an informal party at the home of the department head and trips with the counselor-supervisor to see the on-the-spot action.

No academic credit was given for either the regular practicum or the Experimental Practicum. The regular practicum lasts a minimum of six weeks. The Experimental Practicum included a ten-week period on the job and in the home. Including the ten weeks period and the two seminars, students electing the Experimental Practicum were devoting eleven weeks of their time and entering a relatively strange world.

Method of Analysis

Through an organized and supervised exposure to lower class life and work it was assumed that students would show some measurable changes immediately following the experience of living with lower class families. The following expectations for student growth are related to scores on required pre- and posttests, as well as less formal types of evaluation:

- (1) Clarification of self-concept and growth toward self-actualization.
- (2) Increase in openmindedness, decrease in dogmatic attitudes.
- (3) Knowledge of ways in which lower class individuals and families differ from middle class families.
- (4) Increase in acceptance of others who are different from self.
- (5) Recognition of problems such as inadequately trained youth, unemployable women who need to work and women who work but who cope unsuccessfully with homes and families and who contribute to delinquency, financial irresponsibility, and perpetuation

of disadvantaged families. (6) Recognition of the contribution home economics instruction can make in solving social problems.

For this study two methods of analysis were used. Students were pre- and posttested on four devices, which in general purported to measure self-actualization, dogmatism, attitudes about teachers and their relationship with members of communities and knowledge about the disadvantaged. The group scores of the pre- and posttests were then compared by t tests to establish differences between group means.

Objective case studies for each participant were also used to assess changes in personality, knowledge and attitudes. Stern (10, p. 410), in discussing the measurement of noncognitive variables in research on teaching, suggested that "Life-history techniques are peculiarly suited to the requirements of an approach which stresses the need for a recapitulation of the subject's past in order to better understand his present behavior." The techniques used in case studies may involve the use of personal documents, interviews, objective test data, and projective responses. Stern (10, p. 411) feels that intensive interaction between a particular student and teacher "constitute a source of information about the teaching process which has not been exploited in any way comparable to the clinical studies which have been made of professionals in other fields and deserves further treatment by researchers in the field."

RESULTS, ANALYSIS AND INTERPRETATION

Data for this study were collected from thirteen preservice home economics education majors, three of whom were in their fourth term, two in their fifth term, four in their sixth term, one in her seventh term, two in their eighth term, and one in her ninth term. All were students at The Pennsylvania State University. Over an eleven weeks period of time, each student participated in an Experimental Practicum which included a preseminar, a living and working experience with lower class people, and a postseminar.

Data were collected in six successive terms--Winter, Spring and Summer Terms 1966 and Winter, Spring and Summer 1967. Fall Terms 1965, 1966, and 1967 were used for planning and assessing the project.

Data collected consisted of pre- and posttests on the "Personal Orientation Inventory" (POI), "Dogmatism Scale" (DOG), "The Lehman Inventory--The Teacher and the Community" (T & C), and "Knowledge of the Disadvantaged" (KOD). Auxiliary data included personal data questionnaires, summary reports written by participants, a scale on attitudes and beliefs, a situations test, a final postpracticum rating scale, and a special questionnaire for participants who were teaching. (See Appendix 6, pp. 105-112.)

Analysis and Interpretation of Test Results

In order to establish the extent to which a group of thirteen participants differed from pre- to posttest on the Personal Orientation Inventory (POI), a t test was computed. The mean pretest score was 140.231. The mean posttest score was 154.231. Table 3 shows a t ratio of 2.660 which is significant at the .02 level. The range of scores on the pretest of the POI was from 127 to 160. On the posttest, scores ranged from 128 to 174. (Table 7, p. 25).

TABLE 3

COMPARISONS OF A GROUP OF THIRTEEN PRESERVICE HOME ECONOMICS
EDUCATION MAJORS ON PRE- AND POSTTEST SCORES OF THE
PERSONAL ORIENTATION INVENTORY (POI)

<u>Comparisons</u>	<u>Mean</u>	<u>Std. Error Sq'd</u>	<u>t</u>
Pretest	140.231	8.322	2.660*
Posttest	154.231	19.387	

* significant at .02 level ($t \geq 2.485$, d.f. = 25)

The changes are assumed to be caused by the treatment which was applied between the pre- and posttest--the Experimental Practicum. It is possible that part of the change could have been caused by the Hawthorne effect. However, the design of the study was such that this factor could not be controlled.

The mean posttest score for this group was slightly higher than the mean score of a similar group reported by Weis (11). In a comparison of range of scores, the practicum group ranged from 127 to 160 while the Weis group ranged from 80 to 183.

To assess the extent to which the group of thirteen preservice home economics education majors differed from pre- to posttest using Rokeach's Dogmatism Scale, a t test was computed. The group mean score on the pretest was 192.385. For the posttest the group mean score was 181.077 (Table 4). A higher degree of dogmatism is indicated by a higher score. Openmindedness is characterized by a lower score. The range of scores within the group was 226 to 145 for the pretest and 219 to 133 on the posttest. While the group mean score for the posttest was lower (less dogmatic) than the pretest mean score, the difference was not within the statistical range of significance for other tests used in the study (.02 to .10 level of significance) and therefore no change in dogmatic attitudes and beliefs was claimed for the treatment--the Experimental Practicum. A look at individual scores reveals that in three instances students lowered their scores by more than 50 points.

TABLE 4

COMPARISONS OF A GROUP OF THIRTEEN PRESERVICE HOME ECONOMICS
EDUCATION MAJORS ON PRE- AND POSTTEST SCORES OF THE
DOGMATISM SCALE (DOG)

<u>Comparisons</u>	<u>Mean</u>	<u>Std. Error Sq'd</u>	<u>t</u>
Pretest	192.385	48.289	.994
Posttest	181.077	81.173	

A percentile rank has been established for a group of 172 sophomores using this measure and comparing the practicum group with this group, three fell in the 10th percentile, two in the 20th, one in the 40th, two in the 70th, four in the 90th and one at the 100th percentile at the completion of the Experimental Practicum. In this case, the lower the percentile the more favorable the score.

To establish differences between the group gain score of the pre- and posttest on the KOD t tests were computed. Two factors were

considered in this analysis, the mean of the raw score and the mean of the weighted score. The resultant t ratios showed no difference from pre- to posttest for the mean of the raw score. However, the t ratio for the mean of the weighted score was significant at the .05 level. (See Table 5.) Mean changes in knowing and attitude were small when the criterion was the raw score mean, however, the weighted mean score revealed that significant changes took place within the group in terms of the certainty with which they knew and believed. The second analysis involved looking at the certainty scores which are said to represent the extent to which the individual knows what he knows. This method of scoring is believed to compensate for guessing and to give more highly reliable results. The range for the raw score was from 46 to 58 on the pretest and from 47 to 58 on the posttest. The range for the weighted score was 110 to 201 on the pretest and 109 to 275 on the posttest. (See Table 7, p. 25.)

TABLE 5

COMPARISONS OF A GROUP OF THIRTEEN PRESERVICE HOME ECONOMICS
EDUCATION MAJORS ON PRE- AND POSTTEST SCORES ON
KNOWLEDGE OF THE DISADVANTAGED (KOD)

<u>Comparisons</u>	<u>Pretest</u>			<u>Posttest</u>		
	<u>Mean</u>	<u>Std Error</u>	<u>Sq'd</u>	<u>t ratio</u>	<u>Mean</u>	<u>Std Error</u>
Knowledge of the Disadvan- taged (raw score)	52.692	1.056		0.000	52.692	0.736
Knowledge of the Disadvan- taged (weighted score)	151.769	66.502		2.196**	185.231	165.592

** significant at .05 level ($t \geq 2.060$, d.f. 25)

Although changes in the amount of factual knowledge learned during the Experimental Practicum were not apparent, it can be assumed that the practicum experience did contribute to the certainty with which the sample responded to questions concerning knowledge of the disadvantaged.

The Lehman Inventory--The Teacher and The Community--with its underlying assumptions, was especially designed to assess differences in attitudes and beliefs in twelve areas. It also has scores for twenty subtotals within the twelve areas.

In order to identify the extent to which a group of thirteen pre-service home economics education majors differed from pre- to posttest on this measure, t tests were computed for subscores, subtotals, and the total score. (See Table 6, p. 24.) Taking the twenty subscores first, six of the subscores produced significant t ratios ranging from the .02 level to the .10 level of significance. These were Parents Today, City, Divorce, Little Education, Middle Class, and Youth. Using subtotals, there were five areas in which t ratios indicated significant change--Parents Today; City, Town, and Farm; Divorce and Mothers; Little and College Education; and, Socioeconomic Status. For the total score, differences for the group mean score from pre- to posttest were significant at the .05 level. (See Table 6, p. 24.)

The changes which took place in the group were closely related to the emphases built into the Experimental Practicum and areas where experiences were limited reflected little change in the group. For instance, age, and race were two areas in which limited experiences were provided and little change took place in related attitudes. However, overall changes did take place for the group and it is assumed that these changes were the result of the treatment provided by the Experimental Practicum.

As can be seen in Tables 3, 4, 5, 6 and 7 with all major test scores, measures of variability--Standard Error Squared--and range scores the figures differed greatly from pre- to posttest. Consistently greater score variability was found for the posttest. This was interpreted to mean that following the treatment, the participants in the study were less similar in their reactions to the test questions than they were before the practicum experience took place.

Case Studies with Analysis and Interpretation

The following case studies are composite accounts of data gathered during and following the Experimental Practicum. These data include a personal data questionnaire, a scale of attitudes and beliefs, a situations test, individual test results on four measures, a summary report by the participant and a follow-up rating scale. Data have been selected for their usefulness in characterizing each of the participants.

Names have not been used in the case studies in order to assure the anonymity of the participants. Following each case study a short analysis and interpretation of the individual's reaction to the Experimental Practicum is given.

TABLE 6

COMPARISONS OF A GROUP OF THIRTEEN PRESERVICE HOME ECONOMICS
EDUCATION MAJORS ON PRETESTS AND POSTTESTS OF THE LEHMAN
INVENTORY--THE TEACHER AND THE COMMUNITY (T & C)

Comparisons	Pretest			Posttest	
	Mean	Std Error Sq'd	t ratio	Mean	Std Error Sq'd
Lehman Inventory					
<u>Subscores</u>					
Parents	51.538	2.444	2.346**	56.769	2.528
City	16.846	0.344	2.736*	18.846	0.190
Town	18.231	0.233	0.718	18.923	0.698
Farm	19.615	0.263	1.378	20.615	0.263
Divorce	29.615	0.661	2.542*	32.538	0.662
Mothers	27.538	0.893	0.754	28.538	0.867
Foreigners	61.846	2.306	0.747	63.538	2.828
Little Ed.	33.769	1.348	2.007***	37.308	1.761
Coll. Ed.	19.462	0.572	1.441	21.462	1.354
Slums	56.923	0.801	1.640	59.923	2.544
Catholics	19.077	0.596	0.360	19.462	0.546
Jews	20.538	0.457	1.351	21.769	0.374
Protestants	19.846	0.485	0.856	20.692	0.492
Upper Class	32.846	1.075	1.410	35.231	1.784
Middle Class	18.077	0.339	1.863***	19.462	0.213
Schools	60.154	2.216	0.443	61.154	0.870
Youth	23.385	0.750	1.958***	25.769	0.733
Aged	29.000	0.731	0.351	29.462	0.995
Race	53.077	2.532	1.062	55.231	1.579
Factory	54.462	1.905	1.161	57.846	0.588
<u>Subtotals</u>					
City-Town-Farm	54.769	0.964	2.382**	58.385	1.340
Divorce-Mothers	57.154	1.178	2.139**	61.077	2.185
Little-Coll. Educ.	53.231	1.169	2.621*	58.769	3.297
Cath.-Jew-Prot.	59.615	2.109	0.953	61.923	2.750
SES	50.923	1.211	2.073**	54.692	2.095
Age	51.615	4.033	1.395	55.231	2.681
TOTAL	665.923	89.967	2.447**	703.923	151.147

* significant at .02 level ($t \geq 2.485$, d.f. 25)

** significant at .05 level ($t \geq 2.060$, d.f. 25)

*** significant at .10 level ($t \geq 1.708$, d.f. 25)

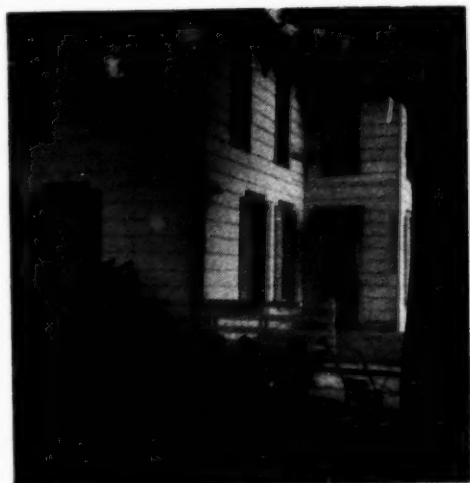
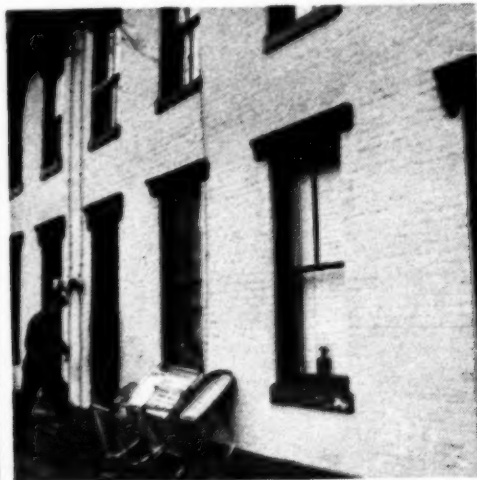
Range scores for the twelve areas and the total score can be found in Table 7.

TABLE 7

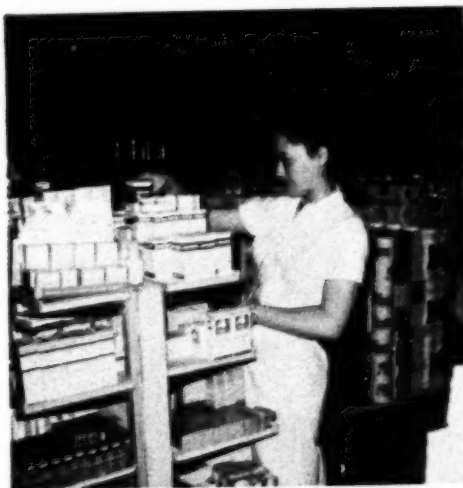
THE RANGE FOR THIRTEEN PRESERVICE HOME ECONOMICS EDUCATION MAJORS ON PRE- AND POSTTEST SCORES OF THE PERSONAL ORIENTATION INVENTORY (POI), THE DOGMATISM SCALE (DOG), KNOWLEDGE OF THE DISADVANTAGED (KOD), AND LEHMAN'S--THE TEACHER AND THE COMMUNITY (T&C)

Measure	<u>Pretest Range</u>		<u>Posttest Range</u>	
	Low	High	Low	High
POI	127	160	128	174
DOG	226	145	219	133
KOD (raw score)	46	58	47	58
KOD (weighted score)	110	201	109	275
Lehman's T & C				
Parents	38	59	46	65
City-Town-Farm	46	58	52	65
Divorce-Mothers	50	63	48	68
Foreigners	52	69	52	72
Little--Coll. Educ.	45	59	51	70
Slums	49	60	47	71
Cath.-Jews-Prot.	44	71	50	73
SES	44	56	46	64
Schools	53	73	44	68
Age	35	63	45	63
Race	42	61	46	63
Factory	45	62	36	73
TOTAL	580	712	582	756

HOUSING--JOBS--FAMILIES



Urban housing for the poor often means deteriorating buildings built close to the street with play areas in the street and on the sidewalk. The rural poor may have the wide-open-spaces but the large, old houses show the ravages of time. These three "Project" homes were fairly typical.



Work that consists of repetitive tasks and hard physical labor is characteristic of jobs available to the dropout or unskilled person. Project jobs included salesgirls, cafeteria and restaurant workers as shown and also assembly line work.



Family life with the children as the center of attention was the major concern of project participants. The older sister role was not a difficult one to play as the students made observations to help them later in their role of teacher.

Case Study B

B comes from a small town of less than 5,000--a small suburb of a large city. She lives with her parents and two younger brothers. Her father is a die maker and the family's religious preference is Lutheran.

B has had no experiences with people who differ from herself, either socially, economically, or by handicaps. She has not lived away from her family except to attend college. She has had no work experiences of any kind, not even baby sitting and has held no leadership roles.

In volunteering for the study B expressed one goal--to learn to work and live with people of lower income and to understand them. In identifying major personal problems that might arise during the practicum she indicated worry about adjusting to a new type of family life and being accepted by the family. No fears about her employment were expressed.

At the beginning of the project B had just finished her fifth term and was twenty years old. She was very quiet and reserved, expressing very little of her hopes or reasons for choosing this practicum. Any problems she may have had with parental approval were handled without the help of the counselor. She appeared to be matter-of-fact and unperturbed about the prospects of a totally new experience--not afraid or strange.

B's test scores indicated that she had unrealistic views of parents, city, farm, and townspeople, Jews and Protestants, the upper and middle class, and factory workers. She was dogmatic in her beliefs but she could be considered somewhat self-actualized. She was quite unknowledgeable about the disadvantaged. Her responses to a situations test indicated that her problem solving techniques were based on "text-book" answers that in this case lacked reality and the humanistic touch.

B was able to express herself much better on paper than in conversation as the following excerpts show. Her final report indicated that at first her "mind was filled with questions, doubts and even fears." However, she did not communicate this verbally. As for the job, she revealed that, "Having never worked before, I had very few ideas about what a job might involve. From friends' tales of their summer jobs I did expect boredom and hard, dirty work. Aside from this vague, general expectation, I had no real image of my job. I only hoped that I could learn to do any task assigned to me well." In spite of limited communication between B and the counselor, it was apparent that she did see this as a challenge, a challenge she could face.

At first, B could not understand why her family had been selected as disadvantaged because from outward appearances they seemed much like her own family. This couple had three sons of their own who were approaching adolescence and had assumed the care of a teenage cousin with whom B shared a bedroom. A foster child (10 months) completed the family.

B soon learned that this family was successfully breaking the cycle of poverty through hard work and native intelligence. The family accepted B readily and in all ways treated her as one of the family, worrying with her about her job and trying to find ways to bring her out of her seeming timidity.

B did not find her work as pleasant as her family life. As quoted from her summary report, "Lunch hour was a time of real frustration and humiliation. I had half of the tables in the cafeteria to buss and had a difficult time keeping up with the rapid pace at first. . . . I could barely endure the male customers' stares and remarks and being looked down upon by the women. . . . My job did not seem temporary at all. . . . My back ached constantly, my arm muscles became large, and my hands became unsightly. I was experiencing the same attitudes I did not admire in my fellow workers. . . . Now I am thankful that I played the role of the working class girl so thoroughly. . . . I can hope that my interpretation of this experience will help some of my future students."

B contributed to the conversations between the counselor and the participants but the experience did not serve in altering her reserve. She appeared to be in control of the situation at all times. Following this experience she participated in a general meeting of the Pennsylvania Home Economics Association and talked smoothly and expressively, surprising those who had previously seen her as silent and passive.

B is presently teaching a junior high level of special education. She estimates that 90 per cent of her class are economically and socially disadvantaged. On a post practicum rating scale, she indicated that she became more interested in the lower socioeconomic class as a result of the practicum and that it seemed likely that she would not have taken her job without her practicum experience. She also expressed the opinion that in order to gain from an experience such as the Experimental Practicum, one would have to want to do it. She did not feel that the project had much effect on her academic life.

Analysis and Interpretation

It was fortunate that B was placed in a home that was not crisis prone because coping with her job seemed to create enough problems. Since B had very few previous experiences outside her own family everything was new for her. It was difficult for the counselor to establish verbal communications that seemed to go deep enough to reach probable problems. She seemed to be very capable of handling her problems although her writing later indicated that this was not always the case. When questioned, she indicated that her relationships with the counselor were satisfactory and she felt that her safety and interests were well protected. She felt that her time was well spent and that she learned many things about working conditions and the way her family managed their resources. Having been led to believe that the family would be economically disadvantaged, she seemed somewhat disappointed by their lack of deprivation. Later as she learned to know the family over a period of time, this feeling seemed to leave her.

B's test scores moved in a positive direction for the most part but changes were very slight. She became slightly less closeminded--off seven points from a high of 205. Her POI score moved in a negative direction by twelve points. One point change on the raw score of the KOD was not indicative of change but her certainty score for the KOD increased by 123 points, indicating that she had attained a feeling of sureness about her answers. A two point gain on the Lehman Inventory was insignificant, especially since she had 14 low scores for the group on pre- and posttest subtotals for this measure, as well as the low score for the total on both pre- and posttest for all participants.

As well as on test scores, it was difficult to note many other changes in B during the practicum although in her written report she indicated changes in attitude. One reason why change may have seemed minor was the similarity between her own home life and the foster home situation and the fact that many factors identified in the tests were not part of her practicum experience.

Case Study C

C comes from a town of under 10,000 residents and has spent all of her life in this coal mining community. She lives with her mother, father, three young brothers and two younger sisters. Her father owns and operates a service station. The family's religious affiliation is Roman Catholic. She plays an active part in an extended family that includes grandparents, uncles, aunts and cousins.

C has worked as a candy-striper for two years. She has lived away from her family with relatives and during summer camping experiences. She has not had experiences with people or youth who differ greatly from herself and she has not held any leadership roles.

C's personal goals which led to her selection of the Experimental Practicum include the following: "to obtain another outlook on life, other than the middle class; to get to know these people, their way of life, etc.; and to compare my way of living with their way of living." She felt that her major problem would be adjusting to their values, goals, and standards. She also felt that their values would probably differ a great deal from her own.

At the beginning of her practicum, C had just finished her fifth term and was twenty years old. She showed eagerness and enthusiasm for the Experimental Practicum and apparently had only minor problems convincing her parents that this practicum should be part of her education. C, a transfer student was on academic probation at the end of her second term on campus.

In C's case, she now had a precedent to follow since two participants had returned from the practicum. She was going to a job and home where another student had "broken the ice." However this also worried her somewhat because she had another's reputation to live up to.

C's pretest scores characterized her as being dogmatic, nonself-actualizing, and unrealistic about people of other races and factory workers. She lacked knowledge of the disadvantaged but gave insightful answers on a situations test.

C's job was in the same cafeteria where the two other participants had worked previously. She felt that she was constantly being compared to her predecessors. However, she conveyed the impression that the comparison did not turn out unfavorably. She found the work tedious, humiliating at first, and the heat and humidity bothered her, however she became very interested in the people she worked with and found them the saving factor on the job. She was able to establish a more than casual friendship with one of her fellow employees.

C's family accepted her warmly, making her feel like one of the family. This family, although they thought a great deal of their "first girl", was able to accept the fact that each girl would be different. C's religion could have been a problem but the mother was anxious to conform to C's eating habits and saw that she met people with whom she could go to church. C valued the family for being close knit, clean, and affectionate. Coming from a large family herself may have given her a more effective base on which to compare than some girls who had to adjust to both family size and conditions. C contributed to her family by helping the children with their homework and this seemed to give her a sense of accomplishment since she was not as physically active as her predecessor.

The following quotes are taken from C's final report. "I cannot really pinpoint any major change in myself, although I think I have become more tolerant of many everyday occurrences. I feel more accepting of people and of the way a household is run, financially and otherwise."

Analysis and Interpretation

C reacted to the practicum with enthusiasm. She communicated freely and with seeming candor. She was not overly assured in the situation nor was she timid. She participated in the seminars and weekly visits so that group conversations were lively, interesting, and pertinent to the problems being faced.

C felt that her time was well spent in both the practicum experience and the seminars. She valued the counselor's visits but did not seem dependent on these visits. She seemed to have no problems associated with being more-or-less alone on the job and with her family. (Her predecessors had worked together and lived within one-half mile of each other.) She felt that her relationships with the counselor were satisfactory and that her interests and safety were well protected.

C returned to campus during her practicum to help recruit students for this study. She also has tried to interest others in it on an individual basis. As part of a post practicum rating scale she indicated that her experience has made her more goal directed, academically, and

has helped her to relate reality to her academic life. She looks forward to teaching in a situation where she can help children from families that are disadvantaged.

Test results indicated that C changed very little from pre- to posttests except on the Lehman Inventory. She showed a four point gain in the negative direction for closemindedness. She made a slight gain on the KOD but in relation to her certainty of answers on this instrument she made a 50 point gain, indicating that she was more sure of her knowledge following the practicum. C's scores on the Lehman Inventory indicated that she increased her understanding of other races and factory workers a great deal.

Because the foster home situation did not provide a widely different situation for C it is understandable that her scores did not show more change. Perception of self and others may also be a factor in C's situation since she is not very realistic in relation to her achievement. In the sense that the experience broadened her view to some extent, it seemed to be worth her time and effort.

Case Study D

D comes from a rural, nonfarm setting where she has spent all her life. She lives with her mother, father, and one younger sister when she is not in college. Presently she is married and teaching in a school that has a fairly large per cent of socially and economically disadvantaged students. D's father was a coal miner in his younger years but later became a repairman. The family's religious affiliation is Roman Catholic.

D has worked as a waitress in a summer resort for three summers. She has also been a paid aide in the University nursery school. She has served in various leadership roles in the Newman Club and the Educational Interest Group in her dorm.

In volunteering for the project, D stated her personal goal as, "hoping to find interaction with a variety of people in order to gain greater understanding of people who I will some day try to teach." In identifying major problems she might face, she felt that she would feel insecure among strangers at first and that her patterns of daily routine would be changed drastically from being a student.

At the beginning of the experience D had just completed her eighth term and was about to celebrate her 21st birthday. She was eager to try the Experimental Practicum and seemingly had no problems getting her parents' approval. D showed characteristics of maturity and autonomy even at this stage. Her pretest scores characterized her as dogmatic, somewhat self-actualizing, and unknowledgeable about the disadvantaged. She had especially unrealistic views of farm people, the middle class, other races, and factory workers. Her reactions on a situations test corroborated her dogmatic attitudes.

The family with which D lived (one not used before) accepted her openly and affectionately. This family of mother, father, one son, two foster sons (Puerto Rican) and one foster daughter (Puerto Rican) seemed to change size constantly. Previous foster children would return for visits, as would the couple's two older, married sons and their families. Catholic Charities also used this home for adoptive babies who had to be housed for a night or two or for other children who could not be placed quickly. This family was capable of infinite expansion with accompanying warmth but there was a great deal of disconcerting comparison from person to person as they came and went. The family was often in a state of emotional crisis due to various reasons. D seemed to bring some stability and maturity to this family in her older sister role and a lasting fondness developed for her with all members of the family. She contributed materially to the family by sewing for the children and mother and making slip covers. She also cared for the little girl at times. However, she was never allowed to discipline her and had to be very careful in this respect.

D's job as a clerk in a large department store presented problems because it was so far from her home. After a few days on the job she felt that she was not going to have any time to interact with the family. This prompted her to look for other jobs. She found one as a salesgirl in a drug store where she could walk to work. She then called the counselor-supervisor for permission to change jobs. She seemed well suited to her new job and enjoyed it because she met such a wide variety of people. Her employers were well pleased with her also and she got along very well with other employees.

The following quotes characterize some of D's feelings. "As I rode the bus from my own home to Harrisburg on March third, I asked myself why was I doing this?" "I often thought that if the 'family' did not take foster children they could be living comfortably on Mr. ____'s earnings. On the other hand I could see that no amount of money could buy or replace the love and enjoyment of the younger children." "I feel that this living-working experience was of great value to me in many ways. First, I had never lived in a city nor had to contend with its problems; second, I had never been a sales person before and found this a challenging job; and third, I had never had brothers or young children to cope with in my own family." "I feel that I have learned a lot about family life in general and particularly about the underprivileged."

D's experience was very positive for her. Being the first student in the home precluded comparison with others and this made her living experiences more enjoyable. She contributed a great deal to the family in time and skill, leaving the family only for one weekend at Penn State. She deliberately set out to observe and interpret interpersonal relationships in the family and was constantly looking for clues. She was able to control or hide some of her personal values and standards although in some ways she was similar to her foster family.

Analysis and Interpretation

D contributed much to the interaction between the counselor and participants. Because of her interest in the family and her ability to interact, she was able to learn much about the extended family--their values and goals, as well as their characteristics. Because of the information she contributed, discussion in the preseminar sessions reached greater depth and relevance. Of course, the fact that she lived with a "new" family and worked at a "new" job tended to create variety in group discussions.

D felt that her ten weeks were well spent and that she needed that much time to "get to know" the family. She indicated that her relationship with the counselor was satisfactory and that her interests and safety seemed to be well protected. In actual experiences she appeared to be more openminded and knowledgeable than her tests indicated and she expressed the opinion that the tests were too general to reflect the changes in her attitudes and feelings.

On the basis of objective pre- and posttests, D made relatively major changes. Her POI moved in a positive direction by twelve points, she became much more certain of her answers on the KOD measure although actual knowledge increased by only two points, and she gained 58 points on the Lehman's Inventory with the greatest gain coming in the areas of college education and factory workers.

Appraisal of the situation would indicate that much of D's gain could be related to her interest and desire to assess all factors. As with many of the participants, her own home life was in many ways similar to the life of her foster family when considering generalities of socioeconomic status.

D was probably the most mature of the thirteen participants. She had helped earn her own way through college and made most of her own decisions relative to her personal and academic life. In some ways this helped her in her practicum because the parents trusted her judgment, the son confided in her, and the younger children respected her. However, this quality of maturity made it more difficult for D to adjust to her role of older sister and the restrictions placed on her by the family.

Case Study E

E comes from a town of between 10,000 and 50,000 and has spent the last nine years there. Previously she lived in a similar community. She lives in a family of mother, father, two younger brothers, and two younger sisters. Her father is a merchant. The family's religious affiliation is Roman Catholic.

E states that she has never associated with people who differ greatly from herself and she has never lived away from home for any

length of time. Her family lives in the town where she attends college. During high school she worked as a baby sitter and has also worked in the family business which is a shoe store and repair shop. She has held a leadership role as a catechism teacher in her church.

In volunteering for the Experimental Practicum E stated her goal as, "I want to learn to get along with people I am not used to, people who are different from me in background and ideas." She felt that her major personal problem would be being away from her family since she had always been in close contact with them before.

At the beginning of the practicum E had completed her seventh term and had just reached her twentieth birthday. She said that she was eager to try the Experimental Practicum but upon being assigned to her family she expressed doubts as to whether she could measure up to the previous participant. She apparently had no problem getting her parents' approval although she stated that they insisted upon taking her to her new home rather than letting her go by bus.

E is quite self-perceptive in the following passages taken from her final summary. "As for myself, it's hard to describe me as I was at the beginning of the experience. I had never been away from home and I felt homesick for awhile. I wasn't a very outgoing person, as those in my new family were. I am generally a quiet person whereas everyone was very boisterous and loud about almost everything. At the time I was more withdrawn and less confident. I think I have improved in these respects because of my experience." "Another difficulty for me was taking on responsibility. Mrs. _____ was a very dominating person and I was afraid to do anything of which she might disapprove. My self-confidence increased as I became more successful in assuming responsibility."

The family with which E lived were not as accepting of her as of their previous participant. They were more critical of the way she spent her money (bought too expensive clothes), the way she talked to them (used too big words), and the way she spent her free time (reading and writing letters). They also felt that she might not be well because she was not very active.

E showed little interest or concern over her job. She could manage the routine of the job with little thought while her family was a source of uneasiness for her and was constantly on her mind. She worked as a salesgirl in a drug store. Her quiet reservation limited her contacts on the job also but she maintained a positive relationship with her fellow employees. Her employer expressed satisfaction with her work.

E's pretest scores revealed that she was very dogmatic, the lowest of all participants in qualities of self-actualization, and somewhat knowledgeable about the disadvantaged. In a postpracticum rating scale she agreed strongly that she gained knowledge of ways in which lower class individuals differ from the middle class. She did not feel that

such an experience as the Experimental Practicum would benefit all education majors, or that parental attitudes should be disregarded in such a decision.

Analysis and Interpretation

E showed quiet enthusiasm for the practicum and tried to contribute to discussions during the seminars. Early visits with E convinced the counselor that E was not experiencing the acceptance that other participants had received. The counselor tried to be supportive and reassuring, feeling that more time was needed in this situation to establish ties. E indicated that her relationships with the counselor were satisfactory and that her interests and safety were well protected. She was not willing to have the counselor intervene with the family, preferring to take extra time to establish better relationships. By the end of the experience she felt that she was accepted by the family and they seemed far less critical of her actions.

Using pre-posttest scores as an objective measure, E made some interesting gains. Her scores on the Dogmatism Scale changed from a high of 216 on the pretest to 163 on the posttest. She raised her POI score from 127 on the pretest to 141 on the posttest. Her score following the practicum did not approximate that of a self-actualized person but it was a change in the right direction. As with several others in the group, E's raw score on the KOD did not increase but decreased by two points. A 26-point gain in her certainty score was in the right direction but was not an impressive change.

E's scores on the Lehman Inventory seemed to cluster between the 25th and 75th percentile with no particularly low areas. In the area of religion she was particularly high. Her pretest total was near the 75th percentile and her posttest total nearly reached the 90th percentile.

E had troubles related to identifying in her role of older sister. She moved into a home where the preceding student could hardly be matched in the minds of the family members. There was little to do but wait until the feeling of loss wore away. E was able to do this without giving up. Also she moved into the family at a time when they were waiting for a decision about moving to a better house and this strained the nerves of the adults. It was also a trying time because the mother had no babies around and she was afraid that Catholic Charities was not going to send her babies because of her health. All these and lesser matters served to compound adjustment problems for E, but at the same time she had many chances to see what a crisis-prone home was like.

E associated with two other participants on weekly visits and it is possible that she also learned from this interaction. At the same time, the other two participants were making a very positive identification in their roles and this may have been a source of frustration although E would not admit any such feelings.

Case Study F

F comes from a community of under 10,000 where she has lived for eight years with her mother and teenaged sister. Her father, a corporation lawyer, does not live with the family. The family's religious preference is Protestant.

F has had work experiences in a factory and in a diner that have involved her with all socioeconomic levels except the upper class. She has lived away from home while working at the shore. She worked as a volunteer aide at a hospital while in high school. She has been the president of a honorary sorority, vice-president of the college student council, and a junior resident in her dorm.

F's personal goal in volunteering for the practicum was to gain insight into others, as well as herself. She felt that experiences with people would help her in her future career. Her major personal problem stemmed from the fact that she is demanding of herself and others and for this reason she felt that it would be difficult to tactfully observe rather than react quickly.

F's pretest scores indicated that she was openminded, self-actualizing, and somewhat unknowledgeable about the disadvantaged. She had the highest pretest score of the thirteen participants in the Lehman measure--The Teacher and the Community.

The rural family of twelve accepted F quickly and affectionately although she was in some ways more demanding than her predecessors. For example, she wouldn't answer if the children all taked at once and she tried to discipline them occasionally by withholding her approval.

F's feelings about her job are reflected in these two quotes taken from her summary report. "The more I learned to care for my family with the passing of Mr. Time, the more I detested my job." "If it wasn't for the highly developed sense of humor of some of the people I worked beside, I couldn't have tolerated such drudgery." F worked in a cafeteria at the Naval Depot. Although she hated the job, she got along well with her employer and other employees.

F was one of the few participants who had very much social life other than what grew out of on-the-spot contacts. Because she was not shut off from her own life quite as much as other participants, she had many opportunities to be with personal friends. Her foster family did not resent this and accepted her friends readily, expressing the feeling that she would enjoy her stay much better if she would date.

F agreed to assume the responsibility of caring for the children while the parents left for a few days of vacation. She was to take care of the family after 3:30 P.M. and the grandmother and a friend shared the day responsibility. However, the second day the grandmother and friend became ill and F had full time duty while she "laid off" of her job. This experience was an eye-opener for F since all ten children were

around night and day to mother and feed. F was quite proud of her success with the mothering but as others do who work by the hour, she regretted the money she lost by staying home from work.

About the lowest spot in F's ten weeks was the time that Mrs. _____ had to sell a small marble-top table (a wedding gift) to pay for a \$60.00 telephone bill that had piled up over several months with no money to pay it. This to F was a heartbreaking sacrifice, unnecessary if the finances had been handled differently.

Analysis and Interpretation

F contributed a great deal to the general group experience. Her insightful contributions on the weekly visits and seminar sessions were helpful to all and added a refreshing bit of humor and information. She was an active participant whether it was helping the family in the garden or exhorting her fellow employees to strike for minimum wages and better working conditions. She was always a little disappointed in the end when she decided that much of the furor was just her own dynamic personality and that real change would have to wait until there were others as "hepped-up" as she.

F considered the practicum a very positive experience in a long list of experiences she wanted to live through. She felt that her relationship with the counselor-supervisor was excellent and that the project was designed to protect her safety.

In a follow-up rating scale F indicated that her practicum experience was influencing her present role as a teacher in that it has made her especially aware of each student as an individual who needs individual consideration. She also indicated that she was much more accepting of herself and others as a result of the practicum, however during the practicum she struggled constantly to not impose her own values and goals on her foster family and not to judge them by her standards.

When considering objective test scores, F made great progress during her practicum experience in spite of the fact that she started with some of the most positive scores recorded by participants. Her dogmatism score of 164 on her pretest placed her in the 30th percentile or quite openminded. The posttest score of 133 placed her at the 10th percentile which is the highest end of the scale. On the POI she added only three points from pre- to posttest but she scored high in qualities of self-actualization to begin with--160. Although her gains on the raw score of the KOD were small, they were the largest for the group--6 points. Gains on the Lehman Inventory were relatively small--44 points--but here too she started and finished with the top scores and five of her subscores were the highest made by any of the participants. She started at the 75th percentile and finished above the 90th percentile on this measure.

In spite of the fact that F came into the project at a high level, she made relatively great progress. One case cannot tell the story

about the reactions of openminded, self-actualizing, and informed students but in this case such a student gained and contributed a great deal.

Case Study G

G has lived in the same town--over 10,000 population--all her life until recently when she and her grandparents moved to their summer home in a rural area. She lived in a medium-income suburban community about 15 miles from a large city. Her mother and father are divorced. She has a younger sister who lives with her mother. Her older sister is married. G is the only one in her immediate family who has gone to college. The family's religious preference is Protestant.

G has had experience with illness at home and has roomed with a Kentucky mountain girl. She transferred to The Pennsylvania State University at the end of her first year of college. She has only lived away from home while at college. Her work experience includes being a car-hop at a drive-in restaurant. She has been placed in leadership roles as secretary of a youth group and as the worthy advisor of Rainbow Girls.

In volunteering for the study, G stated her personal goals as follows: "The practicum is an opportunity to do many things: meet new people--perhaps the kind I'll be working with later--prove to my family that I am 'grown up'; perhaps remove some of my shyness and of course, I'll be 'getting in' on a challenging experience." She identified two possible personal problems she faced: adjusting to life with new people since this was a major goal of the practicum, and possible resentment on the job because she was a "college girl."

At the beginning of her practicum experience, G had just completed her sixth term and was nineteen years old. She appeared to be very shy, quiet, and not at all aggressive. Her looks belied her actions. In spite of a very protective grandfather she chose the Experimental Practicum and overcame strenuous opposition on the part of her grandfather. The counselor-supervisor thought that she should be placed in the least crisis-prone home but G resisted this idea and requested a newly obtained family that lived in the second-worst tract in the city. G became extremely busy and concerned coping with the problems of this family. She lived with a divorcee, her three adolescent daughters, and a ten-year-old son. The family adored G. They accepted her from the start--the girls confiding "risqué secrets," "lifting" her possessions frequently, and the mother "leaving her in charge" while she went on a week-long vacation.

This was a situation in which "cultural shock" could have developed because everything in this home was unlike any situation G had ever faced. The fact that she could talk with other students (two others shared the seminars and weekly visits) and had the chance to interact with the counselor-supervisor seemed to mean a great deal to G, and

helped her adjust to extremely trying conditions of crowding, inadequate meals, filth, and thievery.

G seemed accurate in self-perception when she stated in her report, "As my test scores show, in measuring my degree of self-actualization, I am below the desired level in secure relationships. This is why, I think, the (family) acceptance was so important. . . . Because my dogmatism score told me that I was much the closeminded person, I had plenty of room for progress. With my experience (in this home), I could have gone in either direction, but the positive must have offset the negative, for my family, friends, and I concluded that this summer's work has helped me to become a better person."

G's work experience seemed to be very easy and uncomplicated for her. She worked in a large drug store about fourteen blocks from where she lived. The work of stocking shelves and waiting on customers was not demanding and she was able to establish good relationships with other employees. She seldom took the bus to work in spite of the fact that she never felt at ease walking the streets that bordered the business district. She was often the butt of vulgar remarks and signs as she walked to work. In the early stages of the project one or two of the girls would meet her and walk home with her but that ended as she became one of the family. Her employer expressed satisfaction with her work.

In a follow-up post-practicum rating scale, G indicated that her knowledge of people had increased greatly, as well as her acceptance of different people. She also felt that the experience helped her greatly in later class experiences. She indicated that she does not think this experience should be mandatory because of those people who would not allow themselves to play the role and therefore could not learn and interact. She feels that wanting to do the practicum is more important to its success than needing to do it.

Analysis and Interpretation

G's quiet determination stood out above her other characteristics. She appeared to be fragile and well protected from the realities of life, however this was misleading. She was very capable of transferring her common sense and knowledge to new situations and before long the counselor-supervisor began to relax about G's ability to cope. Her situation was full of unprecedented experiences that kept the group in a state of anticipation and hilarity, and at times, consternation.

Other local families represented in the project tended to look down on G's family as being unfit for the project (as they believed it to function) and at one point a city policeman who knew and admired G in a fatherly way, and who knew the history of her local family, approached the counselor about the situation. She assured him that as a teacher, G needed to know how her students live and some of the realities of their lives but he still envisioned G as too young and vulnerable for such a life.

At times G's situation seemed almost too much for her to continue but she would not admit defeat. Some of this determination came from the fact that in the beginning she had turned down the counselor's suggestion for a placement and selected a much more difficult situation. However, as time went on it was clear she had the ability to adjust and make intelligent decisions for herself and to perceive her needs accurately.

G's test scores reflected her feelings of general change and improvement. She decreased her score on the Dogmatism Scale by 53 points, moving from a pretest score of 226 (highest in the group) to 173 which placed her at the 40th percentile. Her POI score increased from 132 to 161 which indicated adequate qualities of self-actualization. She was fairly knowledgeable about the disadvantaged to begin with, as well as being quite certain of her answers. On the KOD posttest she made slight gains on both the raw and weighted scores.

G's profile on the Lehman Inventory did not show much change from pre- to posttest--ten points. The majority of her sub-scores ranged between the 25th and 75th percentiles with the categories of Foreigners and College Education dropping below the tenth percentile.

G lived in an extremely demanding situation. Since much of her time was spent in adjusting to the values of her foster family it seems reasonable to believe that her understanding of the people in the community would not increase as much as those participants who had less adjusting to do. The counselor-supervisor, while she observed the adjusting that was necessary, could not see a great deal of change in G except for her increased confidence and self-assurance under trying conditions.

Case Study H

H lives in a community of over 10,000 which is a suburb of a large city. She lives with her mother and father, one older brother and one younger sister. Her father owns a service station and her mother is a bookkeeper. Her older brother is in graduate school.

H has not traveled alone and has had no experiences with people who differ from herself. Neither has she lived away from home except to attend college. Her leadership roles in high school included being news editor and her sorority president. Her work experiences have been limited to jobs at home.

At the beginning of the practicum experience, H had just completed her fourth term but it was her first term at The Pennsylvania State University because she was a transfer student. She was nineteen years old. H appeared to be shy and somewhat reticent although interested and cooperative. Any problems that she may have had in convincing her parents of the value of the practicum were handled without the counselor's help.

H became the fourth participant to join the family with ten children who lived in a rural area. In spite of the fact that H's personality differed greatly from her predecessor, the family accepted her warmly and completely and she was soon accustomed to the commotion although she never fully adjusted to the comparative clutter and disorder of this large family. H, in describing herself states, "I don't consider myself spoiled but I've always had pretty much what I've needed and wanted. Living with the _____ family . . . has taught me to value so many things that I have always taken for granted."

This was H's first experience with a family that differed greatly from her own in discipline (self and others), management, and economic security. Her concern was for these differences and she indulged somewhat in weighing differences. Gradually over the ten weeks period she was able to become more objective and to accept the people on their own standards although she considered her standards the worthy ones. The following quote from her summary report reveals some of her feelings about this family. ". . . the whole situation boils down to the fact that there just wasn't enough money to meet all of the expenses and I doubt if there ever will be. . . . neither parent has the education for a better job. . . . they are beginning to age . . . and their health will deteriorate. The conditions of the house will probably not improve any. They do not have money for necessary repairs and the mother is kept too busy with the children to be concerned with the appearance or even the cleanliness of the house."

It became necessary for H to have a car because of transportation difficulties with her job. She worked in a small factory that made plastic floral arrangements. The work was hard on the hands and included some menial tasks such as sweeping. At first H was not accepted by her fellow workers but this may have been because the owner took a special interest in her and seemed to favor her at times. However, at other times she was very critical. Eventually H won the confidence of her fellow workers and the approval of her employer. She was able to cope with the work even though it involved long hours of standing on a cement floor and working with cutting machines that required total attention. H had a difficult time convincing her employer that she was required to spend the major part of her free time with her foster family and that she was not looking for ways to escape the home situation. This required skill in interpersonal relationships on H's part.

H noted some of the results of the practicum in her report--"I feel that this practicum has been a rich and valuable experience. I feel that I have changed in some respects. For example, I am better able to accept myself. . . . I have made progress towards a more democratic structure in that I can be friendly with just about everyone. I can identify more with these people and understand their situation and problems better. . . . Probably, most important of all, I can be more understanding of children of disadvantaged families in the classroom. I feel that I have more of an insight as to their problems and to reasons why they act and react as they do."

In a follow-up rating scale, H indicated that the practicum had influenced her to take electives in sociology and that she has been able to relate her practicum to later class experiences. She felt that the experience should be mandatory because there is no way to learn as much about disadvantaged families.

Analysis and Interpretation

In spite of H's inexperience and apparent shyness, she seemed to gain a great deal from her experience. Because she had to follow a participant who was very active and vivacious she could have been apprehensive about her family's acceptance but she was able to quickly establish a feeling of rapport with the family. Also, in spite of her rather critical appraisal of family differences in values and standards, she never allowed herself to be critical to the family. Being somewhat used to relying on her inner sources seemed to help her hide or control her true thoughts of the family while she learned to become more accepting.

H's relationship to her employer seemed much more difficult for her to handle than relations with her foster family. Her employer was an elderly widow who imposed on H for companionship. H was too considerate to want to hurt her feelings and at times became unhappy over the difficult situation. The counselor had to explain to the employer that H must spend her free time with her family even if conditions in the family appeared to be unacceptable to the employer.

H's test scores reflected some change. Her score for dogmatism dropped from 211 to 198. Her score for being self-actualized rose from 136 to 164, a significant increase. As with most other participants, her knowledge of the disadvantaged did not change nor did the sureness of her answers.

H's profile on the Lehman Inventory showed some change with the total score increasing from 665 to 696. Her pretest total reached close to the 50th percentile and her posttest score was slightly above the 50th percentile. Two of her pretest subscores dropped below the tenth percentile--Little Education and the Upper Class.

With the exception of her employer relationships H seemed to have relatively few adjustment problems. Her interest in the family seemed clinical at times compared with how other participants identified with their sister role but this did not show in her family interaction. Her relationships with the children were sometimes inclined to take the form of the reformer but the family did not resent this at all. H felt that she was accepting of the family but in her actions and discussion it was clear that she felt that their main source of hope was for them to become more like herself and to value what she valued.

H was the only participant with her own car during the practicum. Those planning the practicum felt that it was desirable to prohibit cars but because of transportation problems for a new job, it was

permitted. In this instance, the counselor could not see that it had any effect upon the functioning of the participant or the project.

Case Study J

J has lived in the same suburb all her life. It is only two miles from the center of a large city. Her family consists of her mother, father, one older brother and a younger brother and sister--twins. J is the only one in her immediate family with a college education. Her father is a tailor. The family's religious affiliation is Jewish.

J has had no travel experience. She earns part of her college expenses and she has worked two summers in a camp for underprivileged children. She has also given exercises to children with cerebral-palsy.

At the beginning of her practicum experience, J had finished her fourth term and was nineteen years old. She appeared to be rather reserved and reticent although she was very interested in the details of the Experimental Practicum and seemed anxious for the experience. The counselor did not have to contact her parents. J was able to handle this without help.

J's foster family were curious about the "Jewish girl" and were inclined to tease her about this although they made themselves the butt of religious jokes also. J did not seem to mind this form of banter. J's biggest problems were the fact that she was a quiet one in a family of noisemakers and the same old problem of being compared--this time with two predecessors.

J's summary report of her experiences revealed none of her self-perceptions, it was merely an objective observation of family members and their activities and relationships. She described her job as a "fun job" because she "got to meet all kinds of interesting characters who would come into the store. . . ." She also added that she wondered how her fellow employees could be satisfied to face nothing but their sales jobs the rest of their lives. She worked as a salesgirl at a large drug store in the center of the city.

J thought that it was difficult to say how her practicum experience might affect her role as a teacher or her methods as a teacher and closed her report with these words, "And even if it does not affect my teaching in any way, it has added to my experiences as a person."

In a follow-up rating scale, J indicated that she had been able to relate her practicum experience to many class experiences and that it helped her to increase her knowledge of people who differ from herself. She also thought that the experience should not be mandatory but gave no reason.

Analysis and Interpretation

J when asked if she was especially suited for the Experimental Practicum stated that, "I can take an awful lot before I get too upset by it." This statement seems to be the key to other unexpressed feelings. J, although she talked and participated in seminar sessions, did not express her basic feelings and attitudes, making it difficult for the counselor to assess the situation. Accepting the fact that the home situation was somewhat trying because of the mother's ways of comparing participants, the counselor may have overlooked other problems.

J's work relationships were satisfactory and her employer expressed satisfaction with her work. She did not seem to be bored by the work but it wasn't a job she could have enjoyed over a longer period of time.

In considering the change reflected in J's test scores, some contradiction is found. J was one of the few participants whose dogmatism score increased. On the pretest she scored 182, on the posttest 210, both above the 60th percentile. Her POI scores remained the same--139-137 as did her scores on the KOD. A major change from pre- to posttest was recorded for the Lehman Inventory. J went from a pretest score of 638 to 733--nearly 100 points. On the profile of her posttest, most subscores ranged around the 50th to 75th percentile with only three dropping to the 25th percentile--Protestants, Upper Class, and Another race.

J perceived her living situation as one that called for compromise but in order to learn more about the disadvantaged she was willing to live through it--not become part of it. This attitude may have ruled out personality change but it did not seem to interfere with a gain in J's understanding of various types of people.

Case Study K

K lives in a suburb of a very large city with her father, mother, one older sister and one younger brother. Both her father and older sister are college graduates. Her father is a social worker. The family's religious preference is Roman Catholic.

K has lived in one community all her life, however she has traveled extensively within the United States and Mexico. She and her sister are planning to tour Europe the summer following her practicum experience. She held several leadership roles in high school--in journalism, class offices, and theatricals. She has had some experience with underprivileged and handicapped children through playground work. She has lived away from home while traveling but some member of the family has been with her. Even in college, K shared a room with her sister except for her first term.

K had just completed her sixth term and was twenty years old as she began her practicum. She seemed very interested in the Experimental Practicum and she was able to communicate well in seminars and weekly visits. She joined the Catholic family living in the central city and while she appeared to be a little apprehensive, it was no more than some of the other participants. The counselor was in contact with her father several times but K seemed to have no problems convincing her parents of the value of the practicum. During the practicum there were several times when members of K's family visited her and she went home several times.

As usual with K's foster family, total acceptance did not come easily. K seemed to have problems adjusting to the fact that the mother in her foster family did not seem very open or accepting. In spite of friendly, helpful overtures by K the mother continued to be moody and closed. After a certain period of trying to find a way into the mother's confidence K seemed to give up and lose some of her interest. Her relationships with her foster father were satisfactory--he talked readily with her and accepted her. K's relationships with the children were strained at times, especially in church because their behavior embarrassed her.

K's pretest scores showed that she was very openminded and quite self-actualized but in spite of this she had problems accepting her foster family on their terms. She seemed to become preoccupied with her own acceptance rather than trying to lose her identity in her older sister role. The seminars and weekly visits became very important to K and she contributed a great deal to the discussion.

K's job consisted of waitressing at a diner which was about two blocks from her foster home. She seemed to enjoy meeting the people in the diner and got along well with her fellow employees and her employer. No problems developed with her job after the first few days when she feared that a previous foot problem might return because of being on her feet constantly.

The following excerpts from K's summary report indicate some of her feelings toward her family. "What I learned from the _____ family by the time I left can only be inadequately written down on paper. There are feelings and emotions involved that are surrounded with both a sense of success and failure. . . . In the sixth week I can only ask myself 'what happened?' "All of a sudden Mrs. _____ was very annoyed with me. . . . I never knew what I was doing wrong. . . . I tried to get along with Mom but it seemed impossible to get through to her. I felt like a failure because so much was going wrong with the family. This was when I decided that I had completed my work with the family and that it was time to go home. To this day, I do not know if I did the right thing by leaving. All that I am sure of is the impossibility of living happily with a family who does not accept you completely."

K, in rating herself on a follow-up survey, agreed that she had learned a great deal about the differences between lower and middle class individuals. She also felt that the Experimental Practicum

should not be mandatory and that parental attitudes should be considered in practicum decisions.

Analysis and Interpretation

K wanted very much to participate in the Experimental Practicum but no amount of wanting could make up for her personal need for support and acceptance. Many things indicated that she had grown up in a very supportive family and to her this was the only kind of family life possible.

Much of K's time was consumed dwelling on differences between her own family and her foster family and in the comparison, there was not much that was positive in the foster home--discipline, democracy, and money were lacking, while jealousy, pettiness, and domination were rampant. K was able to evaluate situations and to suggest possible causes but at the same time she seemed unable to remove herself from the situation. Everything had a very personal effect upon her and her sensitivity caused her much unhappiness.

Because of the family situation and because of K's personal feelings it seemed advisable for her to end her stay two weeks early. Both K and the family felt that they had failed in spite of the counselor's reassurance that ten weeks was only an arbitrary time limit.

K's test scores showed a change from pre- to posttest although the gain was not large. Her dogmatism score which was very low on her pretest--145--dropped a positive nine points. Her POI totals rose from 141 to 164, identifying her as above average in qualities of self-actualization. Her KOD scores were very similar to others in the group and did not change from pre- to posttest although she became more certain of her answers on her posttest. K was above the 50th percentile on the Lehman Inventory for her pretest total, but dropped below the tenth percentile on two subscores--City People, and the Middle Class. On her posttest score she was above the 25th percentile for all subscores and her total score was above the 75th percentile.

K's gains were interesting to note because they indicated change in spite of a relatively unsatisfactory feeling about her experiences. It also showed that openmindedness did not necessarily insure a positive experience.

Case Study L

L has lived in the same town--over 10,000 population--all her life. Her family is composed of mother, father, an older brother, and a younger brother and sister. Both her mother and father are college graduates. Her father is an engineer. The family's religious preference is Methodist.

L has traveled in the United States both alone and with her family. She has held leadership roles in high school clubs and Girl Scouts.

She has had experiences baby sitting with a mentally retarded child but her experiences with people who differ from herself have been limited. She has only lived away from home while at college.

L had just completed her fifth term and was nineteen years old as she began her practicum. She appeared to be very direct, seemed able to talk freely, and showed a great interest in the practicum. If she had any problems getting her parents' approval of the practicum she handled this without the help of the counselor.

L joined the rural family with the ten children and was accepted immediately as one of the family although it took longer for her to accept the family and her job. She describes it, "The practicum began as merely a requirement. I would go live in this home . . . for ten weeks, work in a factory, then leave. . . . But it did not even begin that way. I got sick, hated my job, and wanted to quit. There was no one my age to talk to, food habits were different, some of the children were always fighting, and I was miserable. But I knew other girls had done it so I decided to sit back, relax, and live each day as it came."

L had many positive impressions of her foster family, "From the moment I walked into their house, I began to learn. I learned not only about them and their style of living, but also about myself. At first I was afraid I could not adjust to the living conditions but I had a clean bed and three meals a day. I saw what it was to live hand to mouth, lived it--and was happy. It was such a fulfilling feeling to have the children and 'Mom' come to me with questions that are not usually asked of nineteen year olds in a middle class society. To have these people look up to me . . . and introduce me as a sister or daughter, to accept me so completely and for me to be able to accept this in a natural and uncondescending way was very gratifying."

L's job took eight hours a day of her time but little of her thoughts or attention. Her employer considered her an efficient worker but did not try to usurp any time from her foster family. L's friendly and accepting ways helped in her relationships with fellow employees and she was accepted without many questions. Also, the novelty had worn off with L's predecessor.

L completed her summary report with the following comments, "People who questioned me about my experience after it was over were very critical, and even now I cannot understand this. Since there are so few people who really know or want to know what goes on in the minds of these so-called lower class people, who will give them a chance to better themselves? Even teachers seem unable to realize why these children are underachievers. If they had an opportunity to live this kind of life for ten weeks they could see so clearly the things that cannot be verbally expressed or written. Probably the experience would be different for each one and they would be affected in a different way, but the general result would be one of much more understanding and much less criticism and downgrading. The practicum was enriching, educational, and very worthwhile."

As a result of the practicum L states that her knowledge of people who are different from herself has grown--that the "lower-class" never really existed for her except as an abstraction. Now she realizes that they are "real" people.

Analysis and Interpretation

Sincerity would be a quality that characterizes L. She seemed to be very interested in the project and "took it in stride." However, her intrepidity turned to fear during early contact with her family and job, and then quickly turned to resolve to make the situation work. Seeing a combination of such feelings makes the person seem more real and prone to human frailties. L could always discuss her problems and was very good at expressing herself. She added a great deal to the seminars and weekly visits.

On three of the four measures used, L made large gains from pre- to posttest. On the Dogmatism Scale she moved from a score of 195 to 136 which fell in the tenth percentile. This gain of 59 points was the greatest made by any participant. L raised her POI score from 128 to 163 for the greatest gain of any participant.

L also made a gain of 70 points on her Lehman Inventory which moved her total from the 25th percentile to just over the 75th percentile. Only one subscore--Foreigners--dropped below the 25th percentile on her posttest scores. No change was recorded for the KOD.

L had no adjustment problems after the first week and was "happy as a lark" for the remainder of the practicum. She is one of the few participants who has maintained contact with her family following the practicum. She has visited them and given them clothing and household items. The experience seems to have matured her in a very positive way and she seems to have developed a special feeling for the disadvantaged.

Case Study M

M has lived in her present home for six years. It is a rural non-farm area where they have horses, fruit trees and a large garden. She lives with her father, mother and three younger sisters. Her father is a college graduate and her mother has had three years of college. Her father is an engineer. The family's religious preference is Lutheran.

M has traveled extensively with her parents and spends some of her summers in Durham, New Hampshire. She has had no experiences with people who differ widely from herself and has not had experience living away from her family except at college. Her parents pay for her education. She has held no jobs outside her home.

M had just completed her sixth term and was nineteen years old as she began her practicum. She was not at all sure that she wanted to do

the Experimental Practicum but the service orientation appealed to her. Her parents were quite critical of the concept of practicum and felt that they had not been advised that one was necessary when M entered the major. The fact that no college credits were given for the practicum seemed to bother both M and her parents and it was necessary for the counselor to correspond with the parents on this point.

It was necessary for M to share her living and working experiences with another project participant because other available homes were not close to the available jobs. Because it was during the summer, jobs were difficult to find. The sharing arrangement seemed to be satisfactory to M and while she worked at the same diner as the other participant, the shifts varied so that they did not work at the same times. This also gave M a chance to be alone with the family at times.

The family of mother, father, nineteen year old son, two young brothers, a four year old girl and an eleven months old girl accepted M quickly and liked her. The foster family identified readily with M's young parents and sisters, even going to visit them on their "farm" one Sunday. Although M had no brothers of her own, she got along well with her foster brothers. She had been used to assuming responsibility at home and was able to be helpful around the house. However, the foster mother was more or less reluctant to release her jobs to the participants. With two girls in the home it was difficult for them to find things that the mother was willing to let them do.

M's middle class values and approaches to the discipline of young children were not acceptable in her foster family. This created conflict with the four year old and generated lots of discussion between participants and in seminars. The thing that concerned M the most about her foster family was that they talked and listened to her but they never heard what she was saying. This subtle point that she made in her final report could have a great bearing on all communication between classes. The following excerpts characterize some of her feelings. "So many ideas hit me from all directions that I find it possible to take only the most striking and delve into it. The type of communication or the lack of it that existed at the _____'s is first in my mind. . . . The area in which communication was most lacking was in my conveying my true self to the family. . . . Besides feeling that they could never agree with me I also felt that they were not even prepared to listen to me. Any expression of an idea contrary to theirs was an attack on them. If I had pushed my ideas on them, the relationship would not have been as comfortable as it was. So we were comfortable on the surface and as a result I learned more about them. But perhaps they didn't learn what they might have from me because I was incapable of suitably expressing myself."

"The family didn't ask me for opinions or advice; actually they did ask me but did not expect anything but agreement with their already set techniques. They are apparently very sure of their opinions."

"This summer has been a practical application of many of the things I have learned. The little girl who came to college as a freshman could never have accepted the family. She was too used to one kind of life and one kind of people."

M's rating of herself on a follow-up survey indicated that because she had so recently completed her practicum, she could not answer some of the long range questions about change and new interests. She indicated that her knowledge of those who differ from herself had grown a great deal and that she felt anyone would benefit from such a practicum.

Analysis and Interpretation

M seemed preoccupied with questions about the necessity of and credit for the practicum. These questions were never answered satisfactorily for her in spite of the fact that she felt that she gained something from the experience. To her, if it was worth doing, it was worth academic credit.

M seemed to have few problems adjusting to the situation of the practicum but at the same time she was going through a separate situation associated with her own identity and personal worth. Attempts by the counselor to lead discussions based on objective observation were somewhat hampered by M's personal problems of identity and development.

Since M had never worked, she showed concern over how she might succeed at her job but this worked out to her own satisfaction and to her employer's satisfaction. She was never really happy with her role of participant-observer because it did not allow her to be absolutely truthful. On the job she could be herself and this she enjoyed.

M's test scores were not consistent. She showed a large loss in openmindedness going from 165 or the 30th percentile to 212 or the 90th percentile. In qualities of self-actualization she moved in a positive direction going from a score of 145 to 173, within one point of the highest score for the group on the POI. She lost points on the raw score but on the weighted score of the KOD she gained a little in certainty. Her profile of the Lehman Inventory showed that her scores on both the pre- and posttest fell mostly between the 25th and 50th percentiles with only a thirteen point gain on the total score. Only one subscore--College Education--fell below the 25th percentile.

M, by comparison with other participants, was either not willing or not prepared to play the role of elder sister and to become a functioning part of the foster family. The fact that there seemed to be two imposters playing the same role in the family may have influenced her attitude. Also, the fact that M was still very closely tied to her own family probably affected her chances of playing her role successfully.

M's practicum experience was not as full of crises as some participants' experiences were and adjustment and interaction seemed to be

satisfactory but for various reasons the experience was not a very satisfying one for M. Her expectations were not reached.

Case Study N

N has lived in her present home for eleven years. It is a town of less than 10,000. She lives with her father, mother, grandmother and younger sister. Her older sister is married. Her father, mother, and older sister are college graduates. Her father is an engineer and her mother is a teacher. The family's religious preference is Methodist.

N's traveling experiences have been limited and she has had no contacts with those who are different from herself. Her leadership roles have been limited to her church activities. She has not lived away from home except to attend college. N has not held any jobs except babysitting.

N had just completed her eighth term and was twenty years old as she began her practicum. She had attended the University for eight consecutive terms with no summer breaks. Her interest in the practicum seemed related to fulfilling a requirement but because she volunteered for the Experimental Practicum it must be assumed that she had some special interest in the disadvantaged.

N together with another participant, joined the Catholic family in the central city. She was the first student to share a home with another participant but this was necessary because jobs could not be found so that other homes could be used for the project. N and the other participant had not known each other at the University. She worked as a waitress in a diner within two blocks of her foster home.

N spoke of problems with her parents in convincing them of the value of the project but the counselor did not contact her family. N left her foster home on several weekends to visit a friend and her own family and her friend visited her at her foster home.

N's adjustment to the family and situation seemed to come quickly. Because it was summer there was more activity than usual at home. Family problems had cleared up temporarily and there seemed to be little conflict in relationships. N seemed able to participate in family interaction although many of her thoughts seemed to center on comparisons of her beliefs and the family's beliefs. Finding a way to compromise on discipline and care of children seemed to be her greatest problem. N could not understand the actions of the 4-year-old, her lack of discipline and the family's inattention to this problem.

N contributed to the weekly seminars but because both participants were living in the same home and working at the same job, discussion lacked variety. Some of the following excerpts from N's final report help to reveal her feelings. "I went into the practicum a very

sheltered girl and I emerged with a little of the 'shelter' taken from me. . . . I am more aware of how differently people live, an atmosphere in the home that is different from mine, a different neighborhood environment, and a different way of raising children. . . . I always thought I would be pretty broadminded about everything, but how could I know when I had never come up against anything different? I think this is where my practicum really helped. I was around people who were different and found that I could adjust and understand them a little. I don't think my personality has changed or my attitudes or beliefs, but perhaps they are a little stronger because of something to compare them with."

"Although I don't think there has been a tremendous change in me, I feel that the practicum has been a beneficial one. Besides gaining knowledge of others different from myself I feel that I have become more mature from being out on my own. . . . I feel more confident now, able to stand on my own. The people I met at the diner enhanced my life also. I enjoyed working with them, serving, and getting to know some of the customers."

N's rating of herself on a follow-up survey indicated that she could not agree that the practicum had influenced her academic life much. This was partly because the experience was so recent that no decisions had arisen and partly because she could not see any major change in attitudes or beliefs. However, she did agree that she was much more open now to acceptance of differences among the people who enter her life.

Analysis and Interpretation

N seemed very "lukewarm" as a project participant before she actually entered the home situation. She was not frightened or disturbed at the prospects in spite of knowing of her predecessor's disillusionment. The fact that she would be sharing the home with a fellow participant didn't seem to worry or please her. She showed some concern over being able to do her work well but once she was familiar with her job, she seemed to do it easily and well. Her employer was pleased with her work.

At times N seemed very critical and impatient with the 4-year-old child. Since the mother was adamant about the participant's not disciplining the child, it seemed like wasted energy to try to work with the child. However, N did not give up easily and therefore suffered some frustration. The child, who had been cute, loving and endearing at two when the project began, was turning into a destructive, bossy tyrant at four and this became a major topic of discussion during seminars. Since N had not yet had experience with 4-year-olds in nursery school, it was difficult for her to sort out developmental stages and cultural characteristics.

N's test scores showed only slight changes in a positive direction with the exception of the KOD which lost one point. She began the project

with a score that indicated openmindedness--168--and she lowered this score by ten points on the posttest, ending at the twentieth percentile. She increased her POI pretest score by twenty points, going from a score of 154 to 174 the highest score for any of the group. N's profile for the Lehman Inventory ranged for the most part between the 25th and 75th percentiles with only a five point change on the total score between pre- and posttests. The only subscore that dropped below the tenth percentile was that of the Middle Class.

By comparison with others in the group, N was high in both openmindedness and self-actualizing qualities when she began the project. However, she was one of the least enthusiastic about the experience. By comparison too, her adjustment was less traumatic and eventful. It seemed as though she placed herself in the situation and made her observations but was relatively unaffected by her environment.

It is difficult to establish to what extent reactions and interactions were affected by the fact that two participants lived together. N felt that it did not affect her relationships with the family or employer. The counselor could see a great difference in discussions held by the small group N was in and former small groups but it would be impossible to say what caused this difference.

Case Study O

O comes from a town of over 10,000 and has spent part of her life on a farm. She lives with her mother, grandmother, and older brother. Her father is deceased and her mother is an executive secretary. The family's religious affiliation is with the Religious Society of Friends.

O has had various experiences with youth including work with handicapped children, underprivileged children and with youth groups--Young Teens and church. She has lived away from her family for more than a month at a time with relatives, camping, and summer work. Her work experiences include baby-sitting, coaching swim teams, salesgirl and manager of a sales department, cafeteria work and waitressing. She has held several leadership roles.

In volunteering for the study, O had three goals--to see some practical reasons for her education, to learn to understand children better and to learn about a situation in which low income is a major problem. While doing the practicum she anticipated that her major personal problems would be compatibility of religions, family adjustment to a stranger, and living in a home with a father. She lacked completely any fear of inadequacy in her job.

At the beginning of the experience O had just finished her fourth term, was not quite 20 years old, and was eager to try the Experimental Practicum. Apparently she had no major problem with parental approval.

Some of O's test scores characterized her as unrealistic about city people, people with college educations, and the middle class. She also was dogmatic in her beliefs, a normal but not self-actualizing person, and quite unknowledgeable about the disadvantaged. Her reactions to a situation test matched her responses to the Dogmatism Scale in that her advice consisted of arbitrarily changing the situation to correct deficiencies. Her answers gave little indication of knowing that change usually comes slowly and subtly.

The family with which O lived accepted her warmly and lovingly. She was exposed to ten children ranging in age from nine months to thirteen years. She was the athletic type and participated in strenuous play and outdoors activities. A genuine fondness between the foster parents, the children and O existed and it seemed easy and natural for her to speak directly to the parents as "Mom" and "Dad" as the other children did. She was given great freedom in disciplining and working with the children.

O felt that her job took very little brain power, only physical stamina and while she was athletically inclined, she suffered from sore throat and laryngitis during her practicum, with the added problem of having to pay her own medical expenses. She was also somewhat accident-prone at work. She was able to get along well with her employer and fellow workers although no lasting friendships developed.

The following quotes are taken from O's summary report of her experience. "I sincerely feel this type practicum is a necessary part of a future home economics teacher's education. I can only hope that any participants will gain as much or more than I have. The changes which have been noticed within myself are numerous. At the outset of the project I was the type of person who became over-excited when something out of the ordinary happened. I feel I have learned how to better take problems as they occur, and to solve them as well as I am able."

The tenor of the total experience was very positive for O. She contributed a great many ideas and much energy to her family life. Following the experience she participated in a general meeting for the Pennsylvania Home Economics Association, expressing her positive feelings and describing her experiences with warmth and candor.

In a follow-up, postpracticum rating scale, O agreed strongly that the practicum influenced her academic life, that it freed her to express curricular needs, that it had helped her gain understanding of self, and that it increased her openmindedness and acceptance of others. She indicated that the practicum should be mandatory and thought that educators and students should work together on decisions related to the Experimental Practicum, overriding parental reservations. She also indicated that she found the practicum relevant to other courses and class experiences.

Analysis and Interpretation

O's enthusiasm and positive reaction to the practicum was very welcome in the early stages of the study in order to offset some of the negativism and scepticism experienced outside the project. She communicated freely and well. This included individual counseling as well as group interaction. There was "never a dull moment", during visits to the project because of O's contributions of happenings and questions. One of the outstanding factors mentioned in the early stages of the weekly visits, was her delight at being considered "an authority" by her foster family. This seemed to give her a new perspective for her career.

O felt that her time was well spent and that ten weeks was necessary in order to establish relaxed lines of communication with the family and on the job. She indicated that her relationships with the counselor were satisfactory in all ways and felt that her interests and safety were well protected at all times. Her reactions to the seminars were positive and she felt that it was time well spent. She agreed that her test results accurately measured her change during the practicum. However, she saw herself as far more openminded than her test scores would indicate. O was very willing to participate in any recruitment efforts, conferences or further research associated with the practicum.

O's test scores changed very little during her practicum experience with the exception of the Lehman Inventory. She increased the negative direction of her high Dogmatism score by six points, gained one point on the POI and four points on the KOD. She gained 56 points in the certainty of her answers for the KOD measure. Her total score on Lehman's Inventory increased from a pretest score of 665 to a posttest score of 713. In five of the twelve subtotals on the Lehman test she recorded top scores for the total group.

There is little doubt that O's experience had a positive effect on her academic life and personality. One reason why apparent changes in O may not have been reflected in test scores was because of her dislike of test taking. She did not seem to read the questions carefully or to ponder their meaning. She came to the practicum with a variety of experiences, was able to play the role of older sister convincingly, and participated fully in the total experience.

She was not very realistic about her degree of closemindedness and her practicum was little help here. Also, she was idealistic in that she felt that joining the project would give meaning to her academic subjects with which she felt she was having less than average success. Upon her return to campus, she still had some problems with self-concept and academic ability.

CONCLUSIONS AND RECOMMENDATIONS

Varied educational experiences are receiving increasingly more attention as a way of relating subject matter to the realities of the world. The meaningfulness of abstract concepts depends to a great extent upon the student's ability to relate meanings to things that he knows from experience. Very little in the college curriculum is related to actual "on the spot" experience. Student teaching is usually the only such practice experience built into the curriculum and it is highly touted as the most meaningful preparation for teaching. Those who are concerned with developing a curriculum for the preteacher should consider other meaningful experiences that integrate abstractions and real situations.

Living experiences or working experiences as part of the curriculum are not new. Isolated instances of these experiences can be pointed out, usually with pride and conviction of worth. Most colleges and universities with majors in home economics require some kind of work experience during matriculation. However, it is not common to find a program that combines a supervised living experience with a supervised work experience.

The overall purpose of this study was to evaluate the feasibility of providing a living-working experience for increasing future home economics teachers' awareness of working (lower) class patterns of life and work. The specific objectives of the Experimental Practicum included: (1) planning and initiating an experience with the life and work of the working class as a potential part of the preservice education of home economics teachers, and exploring several variations of such a program; (2) exploring possibilities and working relationships with several types of social agencies, with employers, with consultants and advisors; (3) developing and testing appropriate instructional materials; (4) determining probable educational results of the experience as measured by immediate changes in students' scores on specific tests; (5) carrying out an experimental situation through which the values of the practicum experience could be estimated.

Working Relationships Within the Study

The chief investigator served as administrator for the project. She helped with the initial planning of the project, selected staff, participated in relationships with social agencies and employers, planned and controlled the budget, and worked with the counselor-supervisor on selection of tests and instructional materials, control of the research and evaluative procedures, and co-authored the interim and final reports.

The counselor-supervisor carried the major responsibility for the functioning of the project. She attended related meetings, made initial plans for the project, developed materials for instruction, established relationships with social agencies, found jobs and homes for participants, and established initial employer contacts. Once the project was initiated

she counseled prospective participants, conducted seminars, made weekly or bimonthly visits to participants for counseling purposes, and initiated means of publicizing the Experimental Practicum. Following certain phases of the study, she summarized the project, wrote the interim report and applied for a renewal of the contract. At the close of the project she worked with the research assistant to analyze the data. Her final responsibility was co-authoring the final report.

Project staff and participating agencies completed their duties as outlined in the proposal. Without exception, complete cooperation among project staff, advisory council, employers, social agencies, and homes was established.

Instructional Materials

The development and use of instructional materials was one of the major concerns of the study. About thirty hours of instruction were given by the counselor-supervisor during each term the project operated in the field (six terms). For purposes of comparison it was important that there was some consistency from term to term. However, in the early stages of the study materials were to be developed, used, evaluated and either retained as part of the instruction or discarded. Evaluation of materials was based on student reaction and seeming relevance to the living-working situations. Use of the materials was consistent throughout the six terms but emphases differed in relation to student perception of the situations and knowledge of the topic being introduced. For example, some participants did not do the assigned readings prior to the seminars so more time was spent introducing concepts from literature about the disadvantaged.

The project required a synthesis of materials from psychology, anthropology, sociology, home economics, and education which was then adapted to a situation that had no precedent--the Experimental Practicum. Such materials could only be developed as the study developed. It was concluded by participants that instructional materials were relevant and that the pre- and postseminars were a valuable and necessary part of the total experience.

Description of the Practicum Experience

As proposed in the study, students in the Home Economics Education major at The Pennsylvania State University spent a period of eleven weeks completing a four-part experience. This experience included a preseminar of approximately fifteen hours, a ten-weeks period of living in a lower class home, a ten-weeks work experience in an unskilled job, and a post-seminar of approximately fifteen hours. The project was in operation for nine terms. Three terms were used for planning and writing and six terms were used for actual field operations during which the living-working experience was repeated six times.

This time plan worked well with the University's schedule, as well as with employers' schedules. Because employers knew of the times in

advance when some student would not be on the job, they seemed willing to adjust to this inconvenience. Fall term was not a desirable time for the project to operate in the field because there was no opportunity to contact the students the term before. It worked to the advantage of the project to plan other than field operations for fall terms.

The preseminars were most satisfactory when time was taken each preceding term to explain the organizational details and to take pretests. Reading assignments were also made in the preceding term so that no books about the disadvantaged would be taken with the participants. Discussion sessions, two hours in length, were held during the counselor's visits with the participants for the first five weeks of each term. By holding the sessions during the actual experience, it gave the participants a chance to use their present situations in a comparison with what was being written about lower class people. More objectivity seemed to result when participants related day-to-day happenings with concepts they had learned about the poor from classes or readings.

Living experiences as planned in the study were successfully completed. In two instances participants left their jobs and homes in less than a ten-weeks period. However, since ten weeks was an arbitrary time period and since there were personal problems involved in the decisions to leave early, this was not considered a malfunction of the project. The homes, as perceived in the study, were to be close to or in areas where people of low socioeconomic status live and work, and different from the student's own home. In all homes except one this was true although in the one home used most often, it was a case of rural rather than urban poverty. One home which was used only once was in a suburban development. One urban home (used only once) was in a high priority slum area and the remaining home was in an urban setting in a deteriorating neighborhood. The families took special precautions to see that participants were not alone at night on the streets and all participants felt that their safety was protected.

In most instances food and housing was adequate but not what participants were accustomed to. The girls spent some of their own earnings to buy extras (food) for themselves and the families. Provisions for sleeping ranged from double bed accommodations shared with a teenager, to shared rooms, to a very small private room.

All homes were selected with the help of social casework agencies. All but one home was a foster home. Homes were not easy to find and a great deal of time and effort on both the part of the counselor-supervisor and the representatives of the agencies was spent finding homes and coordinating homes and jobs. If there had been as many participating students as proposed this would have been a serious problem and some other approach would have been needed. All of the homes contained many children, with several having interracial children and all having teenagers.

The counselor-supervisor had much closer contact with the families than originally planned because while the social agencies made initial

contacts, they were not familiar enough with the purposes and objectives of the study to be able to explain it satisfactorily for the families. The participants did not feel able to acquaint their families with the basic purposes either so this was done by the counselor-supervisor. It was concluded that this was a necessary contact between University personnel and the families and it did not detract from the interaction as originally assumed. All of the homes could be characterized as having dominant mothers--women who took the initiative and were highly influential in the family life. Fathers were present in three of the four homes but they played a less dominant part except in one home which was more equalitarian in family decisions.

Many job contacts were made during the project's duration. This was one of the most time consuming parts of the counselor's job. The jobs necessarily had to be unskilled and near the homes used in the study. Since the homes were in areas of rural or urban poverty, jobs were not plentiful. Employers, unless they fully understood and appreciated the purposes of the project were not willing to make special time and turnover adjustments. The employers wanted to meet and talk to applicants before hiring them.

It was felt by many of the participants that their jobs were boring and temporary. More of their interest and extra time was spent interacting with their foster family and not with their fellow employees. No lasting friendships or very significant interaction resulted from the participants' contacts on the job. Various requirements of the study contributed to the de-emphasis of the work and special emphasis on the living experiences. Perhaps an evaluation of the work relationships and work satisfaction should give direction to future programs.

The postseminars were successfully completed after each of the six living-working experiences. They consisted of two to two-and-a-half day sessions during which time posttests were administered, discussions were held, and in two instances field trips were taken. It was concluded that this was a very important process for assessing learnings and making observations. Tests were used not only for collecting data but as heuristic devices in discussion. In the earlier stages of the study, valuable information was collected on how the participants reacted to the plans, time schedules, and tests. The relationships between the experience and teaching situations that might develop were also explored during the postseminar.

Description of the Sample

All participants were volunteers. It was not a representative sample of the Home Economics Education majors. Participants showed a strong orientation toward social service and idealism. Several students expressed an interest in sociology that equalled their interest in home economics. Nonparticipants expressed needs for earning more money on their practicum, living at home to save money, and a knowledge of the disadvantaged learned from being around them. The project was envisioned as a way to bridge the class barrier between upper middle class preteachers

and lower class families. Since very few students of this type volunteered for the project, such a hypothesis could not be tested.

The personnel of the project were not successful in counselling or convincing the majority of the majors that they needed to develop an on-the-spot awareness of lower class values and goals. Many parents expressed the concern that the experience was unsafe and unnecessary. They wanted their daughters to stay in school and to spend their summers at home. Several of the volunteers became participants against the will of their parents. The counselor talked with several parents and corresponded with many more in relation to the Experimental Practicum.

Characteristics of Criterion Measures

Of major concern in this study was the analysis of change scores on four measures which were used to evaluate the effect of the treatment variable--the Experimental Practicum. These devices purported to measure self-actualization, dogmatism, knowledge about the disadvantaged, as well as the certainty of this knowledge, and attitudes about teachers and their relationship with members of communities.

Pre- and posttests on each of the four measures provided change scores for each participant. These were then used to find the group mean gain score for each measure. In order to assess the significance of difference, t tests were computed.

The group gain on the POI was found to be significant at the .02 level. For the DOG, the group gain did not achieve the level of significance accepted for this study. Knowledge of the disadvantaged as a criterion measure of the treatment variable was not accepted either, however the certainty with which answers were made was a factor of the KOD and this factor was significant at the .05 level. Group gains on the Lehman Inventory were assessed for subscores, subtotals and the total score. Of the twenty subscores, group mean gains had significant t ratios in six areas. Of the subtotals, four out of six had significant t ratios, and for the total score, the t ratio was significant at the .05 level.

Of equal concern with group test performance were the individual reactions of participants. Characteristics of participants were assessed by the case study approach. Data on family background, personal experiences, responses to follow-up surveys, and personal comments from summary reports were compared for commonalities and dissimilarities. Participants were assessed on individual loss or gain scores on tests and the expressed satisfaction with the experience. The foster home setting was also considered in assessing the effect of the treatment variable on individuals.

Because of the small sample, only limited conclusions can be drawn about common factors among the participants. Work and education of father, religion, size of family, size of community and so forth could not be related to test scores or general satisfaction or dissatisfaction

of participants. Relative maturity or term standing did not relate to gains on tests either.

To establish possible relationships, the participants were divided into three groups--high, medium, and low scorers based on a composite of change on the four criterion measures. Three participants ranked high, seven medium, and three low. In an evaluation of foster home situations, it could be pointed out that of the two homes that were used more than once, five girls lived with one family and six with the other. Using the above categorization and comparing the high and low scorers, two of the three high scoring participants lived with one family and two of the three low scoring participants lived with the other family. The third high scoring participant lived with a family used only once and the third low scoring participant lived with a different family which was used only once. Gain in test scores may have been related to type of family situation although more evidence would be needed to substantiate this point.

In assessing personal satisfaction as expressed by each participant, the counselor-supervisor could characterize four participants as very satisfied with the role of older sister and foster daughter in a lower class family. Two participants could be characterized as quite dissatisfied with their role. Of the four highly satisfied participants, three lived with one foster family. Of the two who were dissatisfied, both lived with another family. A tenuous relationship between satisfaction with the total experience and family situation could be established on the basis of this finding.

Conclusions

The objectives of this study were achieved with some degrees of success. The Experimental Practicum was planned and initiated according to the proposed study and variations were explored. Successful relationships were established with social agencies, employers, and advisors. Appropriate instructional materials were developed and used throughout the operation of the study. Pre- and posttest measures on specific tests were used to assess probable educational results of the experience. The posttest measures were also used as heuristic devices during the postseminar. An experimental situation with control groups was not feasible because of the small number of participants.

The purpose of the study was to evaluate the feasibility of providing a living-working experience for increasing future home economics teachers' awareness of working (lower) class patterns of life and work. It was the consensus of the participants that their awareness of the life and work patterns of the working class had increased a great deal during their practicum and that no other experience short of living with the families would have been as valuable. The test scores of the participants as a group also showed that they had gained significantly on two of the four measures and that the certainty of their knowledge of the disadvantaged had gained.

Recommendations

All persons associated with curriculum planning and implementation for preteachers should consider the need for experiences that will help students have in-depth experiences with people who are different from themselves. The more guidance and counseling that can be given during the experience, the more likely it will be that the experience will focus on specific learnings. Instruction in observational techniques is also important.

Time, money, and effort on the part of the sponsoring institution are essential for the facilitation of living-working experiences. Personnel who can make contacts with social agencies and employment centers are necessary. Large cities need central employment facilities other than State Employment Offices because conditions exist within the situation that do not fit the facilities of Employment Offices.

It could be concluded that better ways of handling the employment situation should be developed. Perhaps a subsidy could be made to participants so that they would have time to hunt for their own jobs after they move into their home situations. The experience of job hunting could be a major learning experience for participants since some have not had previous experience. However, this is not to say that the counselor would not be needed to help the participants locate possible openings and to explain the program to the prospective employers, if needed.

Since the participants in this study felt that the home situations were of much greater value than the work experiences, students might combine the living experience with a partial academic load if homes were found within the area of a college or university. In this situation too, personnel to staff the project might be easier to find.

Groups of participants might be able to support a project in a foreign culture if such arrangements could include living in the culture with native families and taking college credits at the same time. The project director would be selected in relation to other courses that he might teach to the group, as well as his role of counselor-supervisor.

Since it is unlikely that home economics majors in education will change suddenly in their service orientation or that their parents will lose their reservations about daughters mingling and living with the lower class, any programs which require such a situation will have to devote resources for special education of students and parents. Early in the student's matriculation she should learn about the teacher's responsibilities to all social levels and be given some idea of what curriculum experiences will be required to facilitate her knowledge. Parents also should receive some notice of expectations as to special experiences required of their child.

It is important that educators and social service personnel join and share their knowledge of people, especially as educational functions become more specialized and other social institutions take part in more educational functions. The University personnel need to take the initiative in such relationships.

As increasing emphasis is placed on teaching to the particular life styles of students, on compensatory education for the disadvantaged, on providing curricula that teach process as well as content, educators can no longer ignore the necessity of providing preteachers with realistic experiences with the children they will actually be teaching and with the parents who influence what their children learn. The "grass roots" approach may be the most meaningful approach to preparing effective teachers.

SOME PROJECT PUBLICITY



COMBING HAIR: As the "elder sister" of the family, Amy J. Taylor, of Clairton, aids with the grooming of the younger children. She is one of three University coeds living with another family to study problems secondary school children may bring to their home economics teacher.



BATTER UP: Patricia A. Miller of New Ringgold, one of three University coeds participating in an experiment this summer, joins the neighborhood kids for a ball game. The three students are living as "elder sisters" with other families and holding jobs to acquaint themselves with problems they might face as home economics teachers in secondary schools.

Living as 'Elder Daughters':

3 University Students Getting Summer Term Course in 'People'

Three University students are getting "grass roots" education in "people" during the 10-week Summer Term — people whose lives are quite different from their own.

All majors in home economics education, they are living as "elder daughters" in crowded homes where money is scarce and children are plentiful and they are supporting themselves on unskilled jobs that pay \$1 to \$1.25 per hour.

"Classroom study alone isn't enough to prepare college students from middle class homes to work effectively with high school girls in home economics classes," contends Dr. Julia M. Boleratz, instructor in home economics education in the College of Human Development. She is supervising the experiment in which the three coeds are participating, the experiment financed jointly by the University and a grant from the U.S. Office of Education.

"Home economics teachers work closely with their students and can influence them in many ways. If the teachers really understand their students' problems, they can, perhaps, forestall dropouts and too-early marriages and encourage preparation for paying jobs, and the eventual task of being good wives and mothers."

Patricia A. Miller, one of two daughters of a New Ringgold lawyer, is living with a family of 11 in a one-time farmhouse on the outskirts of a city. She has had to beg rides each day at 7 a.m. to her job as a waitress and kitchen helper in a large cafeteria. It's a strenuous pace; but it has many "bright spots."

"Mom" and "Pop" are two of the most wonderful people I've ever known," says Pat.

She worries, along with her temporary parents, about financial problems ("That awful milk bill each month!") and the best way to help youngsters acquire realistic values. ("Mom tries to teach the kids to be considerate of people — but not servile!")

"Pop," a gas station attendant, finds time for oil painting and collecting Indian arrowheads.

"A poor man's golf," he says.

"We'll miss Pat very much when she leaves us," Mom declares. "She brings something new into our home."

Pat's work is "mostly drudgery," especially in the hot kitchen; but she now has firsthand arguments for helping high school girls to want to train for interesting careers rather than drift into early marriage or unskilled jobs.

Lucy A. Campanis, whose father is a State College business man, has adapted to her "family" of four boys, one small girl, "Mom" and "Dad" without much trouble because she has three "noisy" brothers at home. "Dad" is a mechanic and moonlights as a baker to "make ends meet."

Something of a bookworm, Lucy, at first missed having time to read, but "living in this lively household is good for me," she says now. "I enjoy playing with the children and having long talks with Mom."



FOSTER FAMILY: Lucy A. Campanis of State College, as the "elder sister" in a family with which she makes her home for the summer, finds there is always something to keep you busy. She is one of three coeds participating in a study to learn about problems that secondary school children might bring to their home economics teachers.

Lucy works at a large drug store, 10 blocks from home, sometimes until 10 o'clock at night. "It's a pretty rough district to walk through after dark," so Mom insists that some of the boys come for me when I work late.

It took perseverance for Amy J. Taylor of Clairton to adjust to a family where a harried mother has sole responsibility for bringing up four children. But Amy wanted an experience that was entirely different from campus life and from her protected childhood in the home of her grandparents. She sleeps in a small, one-window bedroom with the eldest daughter, aged 17, and walks 20 blocks to work at the same drugstore with Lucy. "Irene (the mother) does the very best she can with all her problems," says Amy. "It isn't easy to bring up kids alone in a big city — and keep them straight."

When Irene had a chance to take her first vacation, ever, away from the children, Amy insisted that she go — and lost five pounds during the week of keeping house as well as clerking in the drugstore.

What of permanent value are the girls gaining from their eye-opening summer? It's too close to them, yet, for final judgment. They will attempt to analyze their reactions in seminars with Dr. Boleratz this fall.

However, two things are certain.

"We'll never have the same narrow outlook again, now that we know how hard it is to plan for the necessities of life and to live decently when there just isn't enough money," says Miss Miller.

All agree that they look forward to their courses on campus this fall as never before. It will be "fascinating" to relate what they have experienced this summer to classwork in home management, family living, sociology and psychology, for example.

Those subjects used to seem like intellectual exercises," Miss Taylor marvels, "but they're basic in everyday life!"

The experiment will continue with other students through the 1967 Summer Term when, says Dr. Boleratz, "we shall make a thorough evaluation of results and decide whether the learning-through-living project should be part of the preparation for all Penn State students of home economics education."

Dropout HALEIWA HAWAII experience Again

UNIVERSITY PARK, Pa. (AP)—Majors in home economics secondary education at Pennsylvania State University now may get firsthand off-campus learning experience designed to help them understand future pupils who will need most guidance.

The Penn State students live with families of working men in one of the state's largest cities and support themselves on unskilled kitchen jobs in an industrial cafeteria—the kind of job often held by high school dropouts. The project, sponsored by the department of home economics education at the University, started with seven students this year and calls for an increasing number to have similar experiences each term.

Students Learn by Low-Income Living

THREE Pennsylvania State University students got a grass roots education in people during their 10-week summer term last year. They worked with and, more important, learned from people whose lives were quite different from their own.

All majors in home economics education, the three girls lived as "elder daughters" in crowded homes of families with limited incomes. They supported themselves on unskilled jobs that paid only \$1 to \$1.25 per hour.

"Classroom study alone isn't enough to prepare college students from middle-class homes to work effectively with high school girls in home economics classes," contends Dr. Julia M. Boleratz, instructor in home economics education in the College of Human Development at Penn State. She supervised the experiment in which the three coeds participated. It was part of a two-year project financed jointly by the university and by a grant from the U. S. Office of Education.

"Home economics teachers work closely with their students and can influence them in many ways. If the teachers really understand their students' problems, they can, perhaps, forestall dropouts and too-early marriages and encourage preparation for paying jobs, and for the eventual task of being good wives and mothers."

The girls were placed with these families to learn from them, not to teach them. They were to help as an older sister would. In fact, the girls were cautioned not to take the initiative—not to offer to cook meals or discipline the children, for example—unless the mother asked them to.

Patricia A. Miller, one of two daughters of an Allentown, Pennsylvania, lawyer, lived with a family of 11 in a one-time farm house on the outskirts of a city. She also worked as a waitress and kitchen helper in a large cafeteria.

She worried, along with her temporary parents, about financial problems ("That awful milk bill each month!") and the best way to help youngsters acquire realistic values. ("The mother tries to teach the kids to be considerate of people—but not servile!") At the end of the summer the mother said, "We'll miss Pat very much when she leaves us. She brings something new into our home."

Although Pat's work in the cafeteria was not exciting, she now has firsthand

arguments for encouraging high school girls to train for interesting careers instead of drifting into early marriage or unskilled jobs.

Lucy A. Campanis, whose father is a State College, Pennsylvania, businessman, adapted to her new family, including four boys and one small girl, without much trouble because she had three brothers at home.

At first, Lucy reported, she missed having time to read, but "living in this lively household is good for me and I enjoy playing with the children and talking with the mother."

Lucy worked at a large drugstore, as did Amy J. Taylor of Clairton, Pennsylvania. It took perseverance for Amy to adjust to a family where a harried mother had sole responsibility of four children. But Amy wanted an experience that was entirely different from campus life and from her protected childhood in the home of her grandparents. She slept in a small one-window bedroom with the eldest daughter, aged 17, and walked 20 blocks to work.

"The mother does the very best she can with all her problems," said Amy. "It isn't easy to bring up kids alone in a big city—and keep them straight."

When the mother had a chance to take her first vacation away from the children, Amy insisted that she go—and lost five pounds during the week of keeping house as well as working.

It was an eye-opening summer for the three girls. They attempted to analyze their reactions in seminars with Dr. Boleratz in the fall.

"We'll never have the same narrow outlook again, now that we know how hard it is to plan for the necessities of life and to live decently when there isn't enough money," said Patricia Miller.

All three agreed they were better able to relate what they experienced in the summer to classwork in home management, family living, sociology and psychology, for example.

"Those subjects used to seem like intellectual exercises," Amy marvels, "but they're basic in everyday life!"

The experiment will continue with other students through the 1967 summer term. "Then," says Dr. Boleratz, "we shall make a thorough evaluation of results and decide whether the learning-through-living project should be part of the preparation for all Penn State students of home economics education." ***

By Students at Parley

Home Economists Told Of Low-Income Living

By EDNA NASH
Of The Sunday Patriot-News

A program which Pennsylvania State University sponsors for its home economics students to help them gain insight into living conditions and understanding of low income families was highlighted at a meeting of the Pennsylvania Home Economics Assn. in Harrisburg yesterday.

Two of the students who have participated in this study-work type of program reported on their experience at the association's closing symposium of a ten-day conference in the Holiday Inn Town. The symposium topic was "Opportunities We Found Challenging," in line with the conference theme on the changing role of the home economist in today's society.

Miss Cynthia Bohn and Miss Norma Brenner, the students reporting, said they found the families they lived with were warm and friendly, as protective about their welfare as their own families would be. The girls performed tasks in the home, were given freedom to discipline younger children, and each worked at an unskilled job outside the home to learn why some young persons drop out of school and how they accept the jobs they get.

EACH OF THE girls had she earned a living pattern different from the one she was used to and she believed it would help her with future goals in the home economics field.

Others who spoke on "Opportunities We Found Challenging" were Miss Mary Hitch, who reported on an eight-week program with Headstart children. Mrs. Anne MacDonald, former caseworker in Philadelphia, who talked about relationship of social case work and home economics, and Dr. Jane L. Reese, executive director for the American Home Economics Assn., discussed an experience she had had living in Cairo where she learned that "we can't improve our systems of values on other people."

Dr. Arthur Gravitt, associate professor of children development and family relationships at the Pennsylvania State University, talked to the 300 home economists on the "new type of home economist which is emerging," the specialized, clinical home economist, and gave suggestions for the ways of meeting the new concept.

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A LEARNING PROJECT and support themselves on unskilled kitchen jobs in an industrial cafeteria—the kind of job often held by high school dropouts. The project, sponsored by the department of home economics education at the university, started with seven students this year and calls for an increasing number to have similar experiences each term.

College Students Live With Working Men's Families University Park, Pa. (AP)—Majors in home economics secondary education at Pennsylvania State University now may get firsthand off-campus learning experience designed to help them understand future pupils who will need most guidance.

The Penn State students live with families of working men in one of the state's largest cities

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APPENDIX 1
MINUTES OF EXPLORATORY CONFERENCE

JOINT MEETING WITH THE TRI-COUNTY WELFARE AGENCY
REPRESENTATIVES AND THE PENNSYLVANIA STATE UNIVERSITY PERSONNEL
Exploratory Conference

Present were:

Dr. Marjorie East	Penn State University
Dr. Julia Boleratz	Penn State University
Mrs. Nancy Demer	Department of Public Welfare
Mr. William Downes	State Employment Service
Mr. John Kirby	Department of the Navy, Mechanicsburg
Mr. Robert Boyer	County of Dauphin Child Care Service
Mr. Glen Winter	Family and Children's Service
Mrs. Pauline Bollinger	Personnel Office, Sears Roebuck & Co.
Mr. George Stoll	Department of Public Welfare
Mrs. Helene Bitting	Tri-County Welfare Council

Copies of the proposal, AN EXPERIENCE WITH THE LIFE AND WORK OF THE DISADVANTAGED FOR THE PRE-SERVICE EDUCATION OF HOME ECONOMICS TEACHERS were mailed with the invitations to this meeting.

This project is unique in that there are no known prototypes. This group is asked to react to the proposal in order to implement the program in the Harrisburg area.

The following is the report of the discussion. It has been edited to the extent of combining the discussion in broad categories for readability and continuity.

SELECTION: Harrisburg was chosen as an appropriate site for this experiment because of its proximity and accessibility to the campus and because social and economic conditions most nearly approach the conditions projected in the proposal. This area does not have the extremely depressed conditions found in larger cities but does have sufficient variation and contrasts to give students the kind of experience that will be helpful. The report of the excellent inter-agency working relationships and communication will provide the kind of help, support, advice and feed-back needed from the local scene.

PHASE I: The project is presently in the first phase. We need to make contact with social agencies for home finding and with personnel who can advise and help with contacts for job placement. The students are lined up; we are committed to start the program in January 1966.

Students will be assigned for a full ten-week term beginning the first week of January. The project will be operable during all terms with approximately four or five girls scheduled for each term. Students should continue in the home and job placements with an interim lag of about one week between terms.

The project is funded through the Office of Education. Its purpose is to provide experience for increasing future home economics teachers' awareness of working class patterns of life and work.

ORIENTATION: You may wonder why we do this for our students. To some extent we base our premise on the presumption that most of our students come from middle or high middle class families. In the coed institutions, where girls must compete with boys for admission, they do come with a higher level standing in their classes.

We also find that we must do something more than tell students in the classroom that these conditions exist. It doesn't make too much impression. If there are a hundred girls, some will understand; some will take the necessary steps to broaden their own experience, but for the most part, we must help them to take the next step toward awareness and commitment. This is an entirely voluntary program at this point and they are volunteering because they recognize this lack in their experience and choose to do something about it.

The College has provided the opportunity for on-the-job experience for dietitians and nutritionists for many years. During this practicum many aspects of the job are learned that are never mentioned in the classroom because it is impossible to cover every phase. It more clearly delineates what the student can expect and gives them an opportunity to re-direct their course of study. Unless this is a College sponsored program, it is sometimes difficult for the student to find this kind of experience on her own. The College must also do an interpretive job with the affiliating hospital, agency or employer in order that the experience will be most beneficial to the student and will enable the employer to give guidance during the learning process.

The fact that the College is sponsoring the program and is helping to guide it gives it a certain safety factor as far as the parents are concerned. We are sheltering this situation and giving the student a frame of reference in which to react.

STUDENT
ROLE: The student will assume the role of the "older daughter" who has graduated or dropped out of high school and is now working. Her job will not be associated with her home economics training or her level of education. It should be the kind of unskilled job available to the high school graduate or dropout. They are to live on the income from this job and to pay the going rate for board and room.

She is living in the home, not to help or to teach, but mainly to learn from the experiences of the family. This cannot be entirely a one-way street, but we are hopeful that communication will move toward the pre-teacher so that she will better understand the attitudes and the problems of children from social, economically and culturally deprived families and will be better able to help them in her later teaching experiences.

She will be candid about her reasons for doing this. For the most part, these families see education as a solution to their dilemma and are sympathetic and value educational opportunities. This is one of the ways in which she can become a better teacher and can expand her experience. This is not in the specifics of "that" group but rather in broad general terms.

HOME
FINDING:

We are looking to the social casework agencies to find homes for this project. We do not want to become involved directly in finding the homes or in the negotiation with the family. There will be sufficient impact on the family without having to deal with strangers from the University. Therefore, the role of the social agency with whom they have already developed a relationship will be very important in implementing the experiment and having it progress smoothly. This is what we hoped that you would be willing to do for us so that our staff can remain as much as possible outside this relationship and direct dealing with the family.

We are looking for the type family who needs this additional income; who would be happy with this person living in their home rather than just any boarder; and one whose Public Assistance income would not be jeopardized by the additional income.

Homes of Public Assistance families would not be a good resource for home placement of students since they do not have sufficient room, equipment and facilities to provide for an extra person in the household. Homes that have been screened for foster placement may be the solution as a resource. These are selected with care and are tailored to meet the needs of the child. There is as much danger of "over" placement as of "under" placement, for the child who needs foster care. Since most of the children needing placement are from the level very close to the deprived culture, these homes should meet the need as projected in the proposal. They have gone through this experience more than once and should be able to tolerate the adjustment that has to be made.

The agency would want to choose a family with whom they are quite familiar and with whom they have developed a good relationship. They would be enabled to predict some of the basic reactions that they might anticipate. The social agency can play a very important role in preparing the family to accept the student into their family and its activities.

Mechanicsburg Naval Depot has a project that might also be helpful as a housing resource. Through their employees, they identify deprived homes with children for the annual Christmas party. The Exchange clears this list so that it could easily be checked with Child Care Service to locate any families known to them.

The mechanism for an evaluation of the total project, including the impact of this experience on the families involved, would enrich the experience and may document interesting corollary effects.

FINANCING:

If it is possible to give this opportunity to a family who is receiving Public Assistance, how can this be interpreted to come within the allowance for income? A Public Assistance family may receive \$30.00 per month additional income. Any amount over that would be used to reduce the grant. This person would have to be viewed as a commercial boarder rather than as an additional member of the family. One of the difficulties here is that the grants are not equal to the minimum standards of decency. The family would have to use the money to bring the diet up to a better standard suitable for the boarder. The only benefit would be that the family's diet would also be improved. It would be difficult for the Public Assistance worker to identify a family to participate. Due to the low rental allowance, people on Public Assistance grants rent the minimum number of rooms as a rule. Those living in housing projects get only the number of rooms absolutely necessary to house their family complement. Public Assistance would have to select the exceptional rather than the average family. Most families are living at a level of deprivation with regard to general household equipment, furnishings, etc. as to render it impossible to make another person comfortable. Although the Public Assistance family was first envisioned as the appropriate setting, it would be the rare case that could meet the variables.

In setting up the project, low income families were considered those with a steady income of about four thousand dollars per year or a situation where part time employment is supplemented with unemployment compensation. Since the thinking was based on the Public Assistance family, we will need to adjust our thinking to something a little above this level now that this strata has been eliminated by the discussion today.

RELATIONSHIPS: Dr. Boleratz will help the students in their relationship development with the family. These problems may range from the extremely simplified to more complex areas of adjustment. As the first group returns to the Campus, they will be involved in helping the next group in their orientation. The returnees will have a major role in the preparation sessions.

The role of the student in the family setting will be developed as the project progresses and there will be many variables. Her role is one of observing and learning rather than teaching. How much she will participate or withdraw; how the family will react to their knowledge that she is taking notice of everything that they do will be part of the adjustment to be made.

The casework agency will continue its relationship with the family. As a "member" of the family group, the student will become a part of this pattern. In order for the family to feel comfortable with the situation, a relationship among the three components should be developed. As long as this is a positive relationship, this should be advantageous to the student giving her more insight into the operation of the social agency in relation to a family's problems.

It would be interesting to evaluate the changes that occur within the family as a result of the introduction of another person into the household and the additional income thus made available.

It is presumed that four girls will succeed each other in both the home and job placements with an interim of about one week between terms. The opposite may also be true . . . that new placements will need to be located. The first premise will be much easier to administer.

JOB

PLACEMENT:

As the project is now written, we are seeking employers who have an interest in the educational aspects of this project, mainly because some concessions in timing are required. As with the home placements about a week will elapse between terms. The employer will be getting an advantage. Although the students are at a college level, we are seeking jobs that are open to the high school graduate or dropout. The students are seeking experience in the job settings and at the salary levels available to girls with minimal education, skills and experience. A problem may arise because the employer is getting a superior employee for the job. He must remember that she expects to be treated as other employees in the same position, and to be given only the normal responsibility for this job. He cannot use the talents of this employee to any greater degree. This job does not necessarily parallel her training, in fact, it should not.

A range of income should be developed that meets the standards established for the low income families. Potential jobs should come within this range. In this area an income of less than \$4,000.00 annually is considered low income. If the student is making a base of \$1.25 per hour and her primary expenditure is approximately \$50.00 per month for board and room, she is going to have a rather large reservoir of funds. Some arrangement should be made so that she is not retaining these funds. This is not normal for the economically deprived family.

After the income level of the family is determined, job development can be worked out for them. A discussion of income level should define "low income". The framework of reference here is the family whose income is not sufficient to provide the average niceties of life.

Employment patterns can be developed. In government there would be no problem since there are various cooperative plans for employment already established. One of these could be adapted without difficulty. Several girls could be employed in a government complex without ever meeting.

Employment Service could do several things. Job descriptions of the kinds of jobs envisioned for the students could be developed and the Employment Service could work from this point in placement. An alternative would be job development. In any event, the Employment Service will have to interpret and "sell" this idea to employers.

RECREATION:

Recreation and leisure time activities have been considered, but this aspect will be worked out as the project progresses. Just what activities can be shared with the family and how much need there will be for outside activity will depend on the left-over energies and desires of the student. Tutorial programs and other activities involving children have been considered. The amount of leisure time activity provided in the home is still questionable.

Dr. Boleratz will spend some time each week with the students. Professional and alumnae organizations affiliated with the University may be a resource to develop this program. If this is to have the educational aspect we desire, as much time as possible should be spent with the family, participating in the activities typical of this culture. They can broaden their horizons by spending some time together sharing and discussing their experiences. A balance of activity should be the goal.

SUMMARY:

The next steps are most important. How do we proceed to arrange for host families and for jobs? The girls will not be able to make direct contact with their employers. The jobs will be here and they will be told where to report.

Objections were raised to employment without interviews with the students. Although time and distance are factors to be considered, employment personnel feel that some personal contact with the girls is necessary before satisfactory employment opportunities can be developed.

A panel type interview similar to those used for Employment Panels for Older Workers could be arranged at the Welfare Council. Interested employers could meet with the students to discuss informally employment and to evaluate the potential of the student as an employee. The students could also be given the opportunity for selection. Following this session, employers, with Penn State Staff, could finalize the placements. Student profiles and job descriptions could be provided in advance of the meeting which would give some insight to the student's capabilities, preferences and background against which to make a judgment. This method saves time, gives the employer an opportunity for personal evaluation of prospective employees and eliminates any feeling of rejection on the part of the student if she is not selected for her specific job choice.

The Child Care Service will look at their home finder files for foster placements to determine if some of these families would be suitable for such a project assignment. If there are Catholic girls, Catholic Charities may be able to follow a similar procedure. Since this is an on-going project, it would be helpful if Public Assistance could continue to identify families on their rolls who could accommodate a student and add this dimension of experience to the project.

Helene S. Bitting, Recorder
December 1965

APPENDIX 2
INSTRUCTIONAL MATERIALS

THE PARTICIPANT-OBSERVER

Axiom 1: The participant observer shares in the life activities and sentiments of people in face-to-face relationships.
(This includes conscious and systematic sharing insofar as circumstances permit, in the life activities, and on occasion, in the interests and affects of a group of persons.)

Corollary: The role of the participant observer requires both detachment and personal involvement.

(In seeking to share something of the experience of the observed, the student must not only become personally involved, but must also acquire a role which can function within the culture of the observed. There is no standard role which can be assumed, but the general requirements for the role need to be evident.)

Axiom 2: The participant observer is a normal part of the culture and the life of the people under observation.

Possible Typology:

Complete Participant--observer's activities as such are completely concealed

Participant as Observer--observer activities not wholly concealed but "kept under wraps" or subordinated to activities as participants. This role may limit access to some kinds of information.

Observer as Participant--observer's activities are made publicly known at the outset, are more or less publicly sponsored by people in the situation. In this role the social scientist might conceivably achieve maximum freedom.

Complete Observer--a range of roles in which observer hides completely or at the other extreme his activities are completely public. No secrets--nothing sacred.

(The participant observer must be able to find a satisfactory entree, develop and maintain a role adequate to meet his needs, and finally be able to terminate relationships in a way reasonably consistent with cultural expectations.)

Corollary: The scientific role of the participant observer is interdependent on his social role in the culture of the observed.

(The participant observer seeks to apprehend, register, interpret, and conceptualize the social facts and meanings which he finds in a

prescribed area of study. He is interested in people as they are, not as he thinks they ought to be according to some standard of his own. He is interested in the lack of uniformity as well as the uniformities of their culture, in the unpredictable as well as the predictable state of human existence.)

Axiom 3: The role of the participant observer reflects the social process of living in society.

(The more the observer shows perception into the universality and relevance of the culture in the group he studies, the more likely his conclusions will have significance beyond the local setting.)

Taken from: Bruyn, S.T. The Human Perspective in Sociology, Englewood Cliffs, N.J. Prentice-Hall Inc., 1966.

PRESEMINAR
EXPERIMENTAL PRACTICUM

DISCUSSION

A Guide to Assist Student in Ordering and Systematizing Learnings about People with Varying Life Patterns, Especially Groups Referred to as the Disadvantaged

It is possible to have an experience but for this experience to yield very little in terms of a significant body of meaning or concepts. Mere sensory contact is not enough. Rather, this contact must be accomplished by a kind of directed perception which will be consummated in the formation of meaningful concepts.

The purpose of the preseminar is to direct your powers of perception toward observing that which may conceivably help you become a more effective teacher of all types of children and adults. Many factors may get in the way of unbiased, objective perception. Also, it is impossible to perceive that which you are not aware of.

Your first responsibility is to become aware of some of the factors which will increase your ability to perceive the maximum in this experience. You are already aware that you as an individual have prejudices and biases that have been measured and translated into a score which reveals to some extent the degree to which you are dogmatic or closeminded. You also have a test score which indicates the degree to which you are a self-actualizing person--your Personal Orientation Inventory Score.

To become more openminded one needs to practice a wider awareness of who and what make up the world and to look at these happenings and people without judgmental thoughts of right versus wrong, good versus bad, etc. To be able to assume this detached attitude toward how other people handle their lives, one must have accepted oneself with a certain amount of satisfaction and liking that agree with reality. In other words, one cannot merely think she is great without some agreement between her feelings and the way the rest of the world feels about her.

Openmindedness is a very valuable quality for a teacher and it influences her effectiveness in the classroom. Therefore, you can understand why teacher educators are concerned about giving their students experiences which foster the development of this quality.

Closely related to the concept of openmindedness, is that of self-actualization. One of the important characteristics of a self-actualizing person is to have a truly democratic character structure--friendly with everyone of suitable character regardless of class, education, political or religious beliefs, race, and color. The self-actualizing person has a deep identification, sympathy, and genuine affection for

people in general. A philosophical, unhostile sense of humor that precludes hurting others and showing superiority or authority also characterizes such a person. Closely related to openmindedness also, the self-actualizing person is able to resolve dichotomies that are supposedly so evident (commonly accepted opposites are not considered opposite--work and play, agreeable and disagreeable, spiritual and pagan, selfish and unselfish, right and wrong, good and bad).

Assuming then that you are a perceptive, openminded, self-actualizing family member, what are you going to look for during this term and what are you going to do with what you perceive?

A. Observing

1. Life styles and behaviors
 - a. in relation to: how family members interact--
 - with each other
 - with society in general
 - with the social institution--school in particular
2. Resources
 - a. material--How family is supported and its effect?
 - What family owns and its condition?
 - What help family gets from outside the nuclear family?
 - b. human--What are some of the individual abilities among family members?
 - What has been the educational experience of family members and the quality of this experience?
 - What are the values and goals of family members?
3. Religious and political behaviors
4. Awareness of social stratification--
 - What are the evidences of denial?
 - What are the evidences of internal strain?
 - What are the evidences of emulation of middle or upper class behavior?
 - What are the evidences of upward mobility (perhaps observed through extended family)?
5. Participation in society's services
6. Child care practices
7. Clothing needs and buying habits
8. Eating and buying practices

B. Applying

1. Social interaction in general
2. Teaching

VOCABULARY

Self Concept

- an organized configuration of perceptions of the self which are admissible to awareness
- how one conceives of oneself as fitting into the world and society
- the relationship between one's self concept and reality is a measure of one's mental health.

A Self-Actualizing Person

- accepts himself, others, and nature including existing shortcomings (does not exclude regret of certain factors).
- has spontaneity characterized by simplicity and naturalness (not necessarily unconventional).
- often has a task that he must do--problem centered in a broad, universal context.
- has a liking for privacy manifested by being reserved at times.
- shows autonomy through an independence of physical and social environment (propelled by growth motivation, not deficiency motivation).
- can appreciate familiar situations or persons with freshness and naiveté.
- has a mystic feeling which combines power and weakness, wonder and awe.
- has a deep identification, sympathy, and genuine affection for people (not necessarily specific individuals).
- may have fewer close friends but relations are with people who are also SA.
- has a truly democratic character structure--can be friendly with anyone of suitable character, regardless of class, education, political belief, race, color.

- discriminates between means and ends in that he has definite ethical and moral standards which guide his attainment of goals.
- has a philosophical, unhostile sense of humor that precludes hurting others and showing superiority or authority.
- is creative in that he can have new ways of seeing old things.
- has a tendency to resist enculturation--resists those restrictions of society that seem inefficient or imposing on personal privacy.
- values people and situations for their contributions to humanity without comparison or evaluation against other contributions.
- is able to resolve dichotomies that are supposedly so evident (commonly accepted opposites are not considered opposite--work and play; agreeable and disagreeable; spiritual and pagan; selfish and unselfish; right and wrong; good and bad).
- is far from the epitomy of perfection because at times he will seem disorderly, sloppy, anarchic, chaotic, vague, doubtful, uncertain, indefinite, inexact.

PRESEMINAR
EXPERIMENTAL PRACTICUM

DISCUSSION

GENERALIZATIONS SUGGESTED IN CURRENT LITERATURE DESCRIBING THE
"DISADVANTAGED"

Objectives: to evaluate generalizations in the light of experiences
and to identify generalizations which seem to hold true
in the light of experiences.

Home environment is likely to be characterized by--

- . noise, disorganization, and overcrowding
- . lack of physical objects and many cultural artifacts associated with school readiness such as books, art work, toys, and self-instructional materials
- . adult models who contradict the models demanded by the school and the community. (Adults fail to support children's academic pursuits.)
- . unemployment or partial employment
- . a minimum of regularity--irregular meal time and preparation, irregular bedtimes, inconsistent punishment, etc.
- . satisfaction with school progress
- . cooperativeness, mutual aid for extended families
- . lack of competitive strain--lessened sibling rivalry
- . individualism, equalitarianism
- . security in larger families
- . less verbal approaches, less reading aloud, less talk between child and parents
- . more physical punishment--a closed and rigid relationship between parents and children
- . a fear of parental authority
- . a greater dependence on sibling and peers
- . overprotection of girls and inadequate discipline for boys

- . strong mother-domination, under-achieving boys and aggressive girls
- . inattention and poor concentration possibly caused by poor visual stimulation and noise
- . reaction to misbehavior in terms of immediate consequences of the action (not interpretation of intent)
- . mothers who want fathers to be more directive with responsibility for imposing restraints
- . fathers assuming that child rearing is wife's responsibility
- . immediate rewards and punishment
- . less frequent participation in family activity

PRESEMINAR
EXPERIMENTAL PRACTICUM

DISCUSSION

GENERALIZATIONS TO BE EVALUATED

Language, cognition, and intelligence

Children exhibit:

- weaknesses in the utilization of normative abstract symbols to represent and interpret feelings, experiences and environment
- difficulty in the transition from concrete to abstract modes of thought
- inferiority in abstract conceptualization and categorization of visual stimuli
- poor visual imagery
- more concrete and inflexible behavior in intellectual functioning
- more psychomotor and behavioral disorders and greater reading disability
- task performance at home which was motoric, required short time spans, and related to concrete objects

Perceptual styles and patterns of intellectual function

Children exhibit:

- perceptual sensitization and discrimination which are better developed in physical behavior than in visual behavior
- absence of dependence on verbal and written language for cognitive cues
- failure to learn verbal mediators which facilitate school learning
- behavior which is lower on tasks of concentration and persistence
- behavior which is relatively poor in auditory discrimination, in manipulation of syntactical aspects of language, and in recognition of perceptual similarities
- an orientation to time which is less consistent with reality
- slowness as a feature of their cognitive functioning
- behavior which tends to ignore difficult problems
- more feelings of inadequacy
- more dependency on external as opposed to internal controls
- low self-esteem, impaired patterns of personal-social organization, high incidence of behavioral disturbance and distorted interpersonal relationships
- ego deflation and difficulty in accepting personal responsibility, depressed self concepts, and tendencies toward self-depreciation
- ideal selves which reflect personal beauty and fame
- aggression and strong competitive feelings
- behavior which is fearful and passive

Motivation and Aspiration

Children exhibit:

- degrees and directions of motivation which are frequently inconsistent with the demands and goals of formal education
- aspirations which are consistent with perceptions of availability of opportunity and reward
- behavior in which symbolic rewards and postponement of gratification appear to be inoperative as positive norms in motivation
- goals which tend to be more self-centered, immediate, and utilitarian
- no concern with aesthetics of knowledge, symbolization as an art form, introspection, and competition with self
- drive but its direction and goals may not be complementary to academic achievement
- ethnic anxiety negatively related to self-perception and aspiration
- behavior which is less highly motivated and with lower aspirations for academic and vocational achievement

Most of the generalizations about social class are based on data which use middle class U.S. nationals as the norm.

Characteristics are viewed in terms of deviance from these norms, consequently behaviors and conditions are viewed as deficits.

Behaviors and conditions need to be considered as given information which the school might use in the design of meaningful and appropriate learning experiences, not as negatives to be overcome.

Research tends to generalize with respect to a population which is infinitely variable--differential psychology is as important here as in any other area.

Correlation between conditions and school adjustment does not establish the fact of causation.

Research must determine:

- the nature of the learning facility and disability
- those circumstances under which certain characteristics and conditions result in success or failure
- more sensitive and accurate procedures for the assessment of potential for development and behavioral change
- those conditions necessary for appropriate development where existing teaching principles and technology are inappropriate to the learning
- experiences required for a wide variety of underdeveloped learners

Efforts to characterize, identify, and select the socially disadvantaged child should be directed toward devising tests and screening devices that appraise patterns of learning facility and learning difficulty.

Identification of the learning task needs of the disadvantaged is of primary importance--basic to and a prerequisite for implementing new curriculum developments and diverse approaches to teaching.

Curriculum formulations must accommodate child's level and style of functioning while stimulating potential for learning.

Measurement and observation should lead to remedial and compensatory techniques which can be incorporated into the curriculum and translated easily into learning experiences.

Life styles of women differ somewhat in relation to their educational achievement, status of occupation of the parent and income and residence of the family. (Social Class)

Characteristics of the lower class woman's perception of self and world

- (a) believes that the most significant action in life originates from the world external to herself. (e.g., life is "chancy;" she'll wait for what comes; life is dull, routine and lacking in deep fulfillment; life is unpredictable, open to sudden deprivation and unhappy turns of fate; she endures it and has the vitality to hope for ways to surmount, if not to alter, the circumstances of her life.)
- (b) relies upon being presented stimulation rather than initiating courses of action herself. Passivity is one of her main controls. She requires persistent stimulation from institutions in close physical and psychological proximity to her residence. (e.g., institutions external to the family will have to initiate stimulation for her as a parent of students, as a volunteer in service organizations, as an interested citizen.)
- (c) more interested in what goes on in her immediate surroundings than in her own thoughts. (e.g., she spends little thought on decision making or management problems; she gets her "information and answers" from neighbors and extended family rather than depending on her ability to reason.
- (d) more concerned about being punished or rewarded by others than she is about punishing or rewarding herself. (e.g., may be quite religious in a ritualistic way, favors physical punishment for handling children, sees marriage partner as her boss rather than equal.) Conforms to standards of relatives and neighbors in return for acceptance and approval.

AGENTS OF SOCIAL CHANGE

You as an agent of change?

Issues needing to be examined in relation to social change

What does the concept of poverty mean to you? Disadvantaged? Deprived?
Relationship to take-home pay?
Relationship to society's standards?
Relationship to your personal feelings during experience?

Just what are the chances for changing present concepts of poverty, etc?

What are the chances of breaking low income cycles that you have observed?

What are the possibilities of your helping to break a cycle?

What is meant by the phrase--distribution of non-monetary resources?

What is your reaction to the generalization--availability and/or scarcity of resources affects the range of choices?

How can the differences between classes be reduced?

Discuss the contributions of tax reform, education, etc. to reducing class differences.

A STRATEGY FOR REDUCING POVERTY INEQUALITIES

- A. Introduce measures which treat it as a long term problem--a broad scale, permanent, institutionalized program
 - 1. guaranteed education beyond high school for low income youth
 - 2. redistributive program for reallocating income and services
 - 3. higher benefit levels for social insurance and public assistance
 - 4. educational, medical, recreational, etc. services of quality and quantity
 - 5. broaden the concept of minimum subsistence in public welfare
 - 6. eliminate fear of reduced incentives and reduced freedom
 - 7. subsidize moving from distressed areas
 - 8. cope with the fact that unemployment is not necessarily a result of personal inadequacy
- B. Consider changes in social values
 - 1. devise something for those to do who cannot participate directly in the economy either because of inadequate opportunity or lack of necessary ability
 - 2. develop new definitions of social utility--new standards with which to measure the moral equivalent of an economic contribution

SITUATIONS TEST

The Beebes have four children, one in high school, one in seventh grade, one in third grade, and one 10 years old but not in school because of mental retardation. The family has a very limited income, the parents did not complete high school, they do not have relatives in the vicinity, and they have no savings or means of extra income. On the basis of this limited information, what would you suggest as possible resources for this family. Also, suggest ways that the family could become aware of their resources.

It would seem as though Mrs. Muldoon is forcing her daughter to perpetuate the family history of deprivation and disadvantage. Beckie, a fairly successful 10th grader, is being urged by her mother to go steady with or become engaged to, a 20 year old friend who works at a gas station. Even now, he buys some of Beckie's clothes and is a privileged visitor in the home. When Beckie talks to her mother about going to trade school or even to a local junior college, Mrs. Muldoon laughs and asks her how she can do this and have grandchildren for her mother to spoil.

What do you think of Beckie's chances to break out of the cycle of poverty? Could you suggest any ways to help Beckie?

The Rings are a family of father, mother and four children. Rules and regulations within the family are non-existent--meals are served any time they happen to be ready, bedtime is any time the kids crawl into bed, the kids wear whatever clothing they can find to put on, and all members come and go when they please. Yelling is the mode of talk and it is necessary in order to be heard above the TV, Stereo or radio. Physical punishment also keeps matters in an uproar most of the time. Before the end of the week all the money has been used so the family stays around home. As the food becomes scarce, tempers begin to clash and tears and cursing become more frequent.

How and what could or should be done for this family?

Jimmie, a kindergartener from a culturally and economically deprived family is having adjustment problems at school. He grabs toys away from other children, he curses at the teacher, he refuses to participate in group play, he loves to hear the noise when he pushes over someone's tower of blocks, he sits in a corner and refuses to help when it is time to cut, color, and paste.

What would you suggest as possible approaches for helping Jimmie adapt to his situation?

Miss Thrift's home economics class is composed of 10th grade girls from all socioeconomic levels and all IQ levels. As part of her present unit, she is discussing family buying practices for clothing. Suggest some appropriate learning experiences which would interest the girls, as well as add to their understanding of effective consumer practices.

Name _____

ATTITUDES AND BELIEFS

Date _____

In view of your experiences with people of varying life patterns, evaluate your attitudes and beliefs by selecting the number from the scale below which best exemplifies your feelings about each of the following statements.

reject	inclined to reject	neutral	inclined to accept	accept	
1	2	0	3	4	
1.	If a child is afraid of those who are more powerful or physically stronger than he is, I think he will respect the law more and be less likely to become delinquent.				_____
2.	I am inclined to believe that family living concepts taught in the elementary grades could compensate to some extent for poor family interaction in the home.				_____
3.	I feel that I should try to change a child's goals if they seem to be self-centered, immediate, and utilitarian.				_____
4.	I would be more interested in learning how to teach gifted children than I would be in learning how to teach disadvantaged children.				_____
5.	I believe that many of the people whose aspirations are less than the accepted norms of society will always be handicapped in the work world.				_____
6.	As a home economics teacher, I will feel that I should help improve my students' chances of securing skilled or semi-skilled jobs.				_____
7.	I think that a child whose goals are not complementary to academic achievement is limited to such a degree that teachers will have little influence on this child.				_____
8.	I feel that some competences taught in home economics at the secondary level need to be related to competences needed in the work world.				_____
9.	I think that you could identify a child from a disadvantaged home by watching how he plays with toys.				_____
10.	I think that it would be a valuable experience to "put myself in the place of" people who have life patterns that differ from mine.				_____

11. I feel that children from lower socioeconomic levels need to be helped to measure up to the level or norms of other, better adjusted children. _____
12. I feel that it is necessary for me to have a variety of experiences myself before I can effectively identify valuable learning experiences for my students. _____
13. I believe that I need to encourage girls to develop perceptions of self which depend more strongly on intrinsic rewards and punishment--those from within themselves--than on rewards or punishment coming from others. _____
14. I believe that in order to help mothers of disadvantaged families we (society) will have to devise ways to get into the neighborhoods and homes of these people. _____
15. I feel that we need to know a great deal more about how a person's environment affects his ability to think before we can improve teaching techniques for the disadvantaged. _____
16. If I observed a young child who fought with his peers much of the time, I would assume that he had not had the opportunity or time to learn society's accepted norms. _____
17. I feel that it is up to me to contribute toward the improvement of working conditions for unskilled workers. _____
18. I believe that prevalent attitudes and findings about disadvantaged people are accurate and should be accepted as the basis for determining ways to help the disadvantaged. _____
19. I feel that the disadvantaged people could be appropriately classified as the non-participating class in relation to many of society's major services. _____
20. I would worry more about the development of a passive child than I would about a child who seems overly active. _____
21. I believe the generalization that lower class girls feel that their lives follow a set pattern over which they have little control. _____
22. I believe that as a teacher and home economist I will need to look for many ways to motivate girls from disadvantaged homes toward more meaningful educational goals as well as other long term goals. _____

23-32

Your instructor wants to determine some of the situations or problems you would want to have emphasized in a course on preparation for teaching.

Rate each of the following according to the accept-reject scale.

Observing and measuring learning tasks needed by the disadvantaged _____

Changing the behavior of individuals _____

The nature of the learning facility and disability for children with varying life patterns _____

Ranking or rating disadvantaged children in relation to the norms already established for children _____

Motivating the majority of students so that they will go on to college _____

Developing various measures for evaluating student progress _____

Observing typical behaviors and conditions in the classroom _____

Conducting research in the classroom _____

Exposure to a real-life situation in which you interact with the culturally and economically disadvantaged as teacher-pupils _____

Specific ways of adapting teaching materials and methods to students who represent a variety of life patterns _____

Referring to the six situations below, rate the following statements according to the accept-reject scale.

- a. an adult with social problems
- b. a child with psychological problems
- c. a twelve-year-old with study problems
- d. a homemaker with a management problem
- e. a couple with marriage problems
- f. a teenager with boy friend problems

I would feel the responsibility for helping people with whom I come in close contact in the following situations--

a. _____, b. _____, c. _____, d. _____, e. _____, f. _____

Based on my present level of competency and understanding, I would assume the responsibility of personally advising--

a. _____, b. _____, c. _____, d. _____, e. _____, f. _____

Ethically, as a home economist, I would assume the responsibility for personally advising--

a. _____, b. _____, c. _____, d. _____, e. _____, f. _____

POSTSEMINAR
EXPERIMENTAL PRACTICUM

DISCUSSION

The Practicum Experience

Was your time well spent--too much, not enough--in relation to what you got out of the experience?

What would you suggest as an ideal time allotment? Why?

What are your feelings about working and living close to a partner?

Are there other arrangements that might provide an equal or better experience? Both living and working?

How do you feel about your relationships with the counselor? She's supportive, too supportive, inhibitive, etc.

Can you make suggestions about the contacts between advisor and students? Hours, place, expense involved, activities, etc.

What is your reaction to the need and value of the seminars?

What are your reactions to the tests you have taken?
Cover depth and breadth of experience? Valid?
Repetitive? Which ones would you eliminate or expand?
Do you need to check them yourselves?

Could more be done to protect your interests and safety?

What is your reaction to further involvement as a result of this experience? Speech giving? Class related contributions? Further research?

You and the Practicum

How, if at all, has your self concept changed as a result of your experience?

Have you become a more self-actualizing person?

In what ways have your attitudes toward people and things changed?

How have you become more, or less, accepting of others?

In what ways have specific courses and learnings related to this experience?

What would you predict as possible ways of relating your recent learning and experience to future course work?

What, if anything, have you gained in relation to handling your own income?

On the basis of your practicum, what would you suggest in the way of required practicum for home economics education?

Future Application as a Teacher

What do you see as your role in relation to your prospective students?

To what extent do you think home economics should assume responsibility for vocationally educating high school students? For general education?

What and how much responsibility do you think you have toward the following:

Untrained and unemployable youth?

Women who need to work but who have attitudes and personalities which get in the way of successful employment?

Women with or without employment who contribute to--delinquency, financial irresponsibility, perpetuation of disadvantaged families?

(Read "The American Women" part about girls of the future.)

Why is it necessary to educate teachers to understand and meet the needs of all their students?

How is it possible to educate teachers who understand and try to meet the needs of all their students?

What should be done about home economics teachers who continue to emphasize cooking and sewing?

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SUGGESTIONS FOR WRITING A SUMMARY OF YOUR PRACTICUM EXPERIENCE

1. Jot down interesting happenings and problems throughout your experience. Rather than collecting these notes in your room, send a letter to yourself at your home address whenever you want to describe a noteworthy situation or problem.
2. Before starting your paper talk to others about any changes in you that they may have noted over time--your foster family, your friends, your own family.
3. Indulge in some introspection before you start writing--why you feel as you do, why you may have changed during this experience, why you have been more or less excited with this experience, and so forth. Give a philosophical touch to your paper as well as describing the situation.
4. Before you start to write, organize your thoughts around a central focus which fits into the comments you want to make. For example, Family relationships or the interpersonal relations in your family, and how they influenced your experience, or the obvious, objective differences as you see them. If you have an original idea for organizing your paper feel free to use it.
5. Try to limit your paper to 3-5 pages of typing.
6. See that your summary is turned in no later than three weeks after your practicum is finished.

APPENDIX 3
FIELD TRIP SCHEDULE

EXPERIMENTAL PRACTICUM

Field Trip Schedule

Date: First Day

Morning free for arrival

Lunch: as desired. Perhaps the students would enjoy lunch at the Capitol.

1:30 P.M. Meet with Mr. McGinnis at City Hall

Tour of Housing Projects

4:00 Economic Opportunity Project
Teen Group

Tour of area....informal

6:15 P.M. Meet with Teen Council

(Over night in Harrisburg)

Date: Second Day

8:00 A.M. Meet with Mr. Ault, Harrisburg
Hospital, Personnel Office....
Observe Diabetic and Medical
Clinics

12:00 Meet Visiting Nurses in Harris-
burg Hospital Lobby

Lunch and Discussion

1:00 Home visits with nurses
Health Instruction, cardiac
and Pre-natal cases

APPENDIX 4
ADVISORY COUNCIL

SUMMARY OF ADVISORY COUNCIL MEETING
April 20, 1966 12:00 to 4:00 P.M.
Penn Harris Hotel

Members present:

Mrs. Helene Bitting	Dr. Joseph Impellitteri	Mrs. Clio Reinwald
Dr. Julia Boleratz	Dr. Laverne Phillips	Miss Ermine Romanelli
Dr. Marjorie East	Dr. Elizabeth Ray	Mr. Glen Winter

Minutes:

Members were introduced by Dr. Boleratz.

Acting Chairman, Dr. East, reviewed the project briefly.

Dr. Boleratz reported on the progress of the project--experiences of the students in the preseminar, the working and living experience and the postseminar. Results of the objective evaluation of students were discussed and implications given.

At the close of the progress report informal discussion followed including: relative emphasis to be placed on the work experience, and the students' need for developing more understanding of and wider experience with routines required by employment agencies and employers.

Dr. East led a discussion of the structure and function of the Advisory Council, pointing out that questions of policy were dependent upon the terms of the project contract and that the function of the Council was to advise on and review plans, procedures, and results.

In discussing the composition of the Council, a question was raised concerning the appointment of a representative from the Department of Public Assistance. Such a person was not included because during the planning session at the Tri-County Welfare Office, participants from the Department of Public Assistance felt that their clientele could provide only very limited sources for homes and families. Later at a conference in Dr. Norman Lourie's office a similar opinion was expressed. However, at that time Mr. Robert Samet, Coordinator of Manpower Planning and Development, offered his assistance in finding jobs and homes beginning with the Fall Term, 1966.

The suggestion was made that the parent of a Penn State Home Economics Education major be appointed as a member of the Council. Two ideas followed this suggestion: (1) a reaction panel of parents could be formed, serving an auxiliary function for the project; (2) an interested parent could be appointed to the Council.

A discussion followed concerning the advisability of having a member of one of the foster families on the Council, as well as a student(s) who has completed the project. It was suggested that

the composition of the Council needed to be such that the freedom to discuss all angles of the project was not impaired.

The name of Mrs. Marjorie Tibbs, Director of the Womens and Childrens Bureau, Department of Labor and Industry, was suggested as a person who would have much to offer the Council.

The question of who should chair the Council was raised. It was felt that someone directly concerned with the project could best fill this role. However, there would be certain value in having the chairmanship differentiated from the staff of the project. Several suggestions were offered: a parent of a college student, the Assistant Dean for Research of the College of Home Economics, Dr. Hotchkiss, Dr. Art Gravatt of the College Department of CDFR.

The final discussion centered on the operational problem of recruitment. Parental and other student objections to the experience were noted. The advisability of making the living experience as well as the work experience a requirement for all home economics education majors was discussed. The suggestion was made that because income is very limited in the experimental practicum, an attempt should be made to find ways of supplementing this income if needed--e.g. a grant or scholarship. It was also suggested that all students may not need the experience offered in this particular practicum and that other needs should also be explored. It was pointed out that with the degree of involvement required for this practicum, it should receive some college credit.

Tentative suggestions coming out of the meeting:

- Appointment of a parent to the Council
- Appointment of Mrs. Marjorie Tibbs to the Council
- Appointment of a chairman other than project staff
- Exploration of ways to encourage students to realistically assess their needs in relation to the practicum
- Provision of more student experiences related to employment practices

May 25, 1967

Dear

More than a year has passed since the first meeting of our Advisory Council and you may be wondering about the fate of our Office of Education Project 6-85-060 titled, "An Experience with the Life and Work of the Disadvantaged for the PreService Education of Home Economics Teachers". The project is now operating in the experimental phase with one more group of students going out during the summer term. Our procedures in the experimental phase are very much like those of the exploratory phase. We are still using the original homes but we have found other types of employment--waitressing and factory work--in order to make the project more appealing financially.

The project proposal suggests a second council meeting during the experimental phase, however we are questioning the need for a meeting at this time. Various reasons have led to this tentative decision--the number of students volunteering for the project has been less than anticipated; no new operational problems have developed; and, our routine problems have been shared with individual members of the Council. There are no plans to renew this project per se, although the findings will influence the curriculum plans for our teacher-education program.

It has been suggested also that, rather than disband the Council, we retain our structure with the possibility of promoting further interaction between social agencies and the academic community. A specific suggestion is the possibility of collaboration among Council members for the writing of journal articles with an interdisciplinary approach.

The support and help that we have received from the Council and its individual members has certainly made a contribution to our project. We look forward to an ongoing relationship with you who have shown so much interest in our educative efforts. Please feel free to make comments or suggestions relative to the project and the Council.

Sincerely,

Julia Boleratz
Assistant Professor

JB:fs

APPENDIX 5
EXAMPLES OF ITEMS FROM
SELECTED INSTRUMENTS USED IN THE STUDY

RAY AND PHILLIPS--KNOWLEDGE OF THE DISADVANTAGED

Below is a sample of the instructions and some test questions from the instrument, Knowledge of the Disadvantaged by Ray and Phillips.

DIRECTIONS: This test deals with concepts important to one's understanding of the disadvantaged. The information concerning these concepts is stated as positive and negative generalizations. Those statements which conform to facts or principles are considered to be positive generalizations; all others are negative generalizations. Read each statement carefully and decide if the generalization is positive or negative.

Your response to each item will be made by circling one of the numbers in the appropriate position on the answer sheet. The following code is used to represent the degree of certainty of your response:

- 5 - quite sure
- 3 - reasonably sure
- 1 - an educated guess

Sample Items:

1. The national government has recently defined the poor in the United States as including families with an annual income of less than \$3,000.
2. The economic activity of the family affects the nation in much the same way as the economic state of the nation affects the family.
3. Interest in family life is bound up with psychological and physiological gratifications which are conditioned through socializations.

SAMPLE ANSWER SHEET

Positive Negative

1. 5 3 ①	5 3 1
2. 5 ③ 1	5 3 1
3. ⑤ 3 1	5 3 1

The placement of the responses to the items indicates that 1, 2, and 3 are considered to be positive generalizations. Note that the examinee answered each item correctly but was not equally certain about his decision.

LEHMAN INVENTORY--THE TEACHER AND THE COMMUNITY

The following problem excerpt shows the nature of the instrument (1, p. 471):

Problem X

X. JUST SUPPOSE: You are teaching in a manufacturing section of the city zoned for light and medium industry. In a recent meeting, your principal said that he wished some of the faculty would live in the community instead of commuting from a distance. You and several other teachers are having a lively discussion on the matter, some threatening to resign, some being interested in doing as the principal suggests. How do you feel about the families in this community?

136. Families of the laboring class are usually good-hearted "down to earth" people.
137. Factory workers don't appreciate what the schools do for them.
138. They have a very dull, uninteresting life.
139. There would be too many problem children in such a school for me to enjoy teaching there.
140. The laboring class is necessary I suppose, but I would not want to be one of that group.
141. Many of the people in this community would be just as interesting as those who work in the professions.
142. A teacher could be more effective in the schoolroom if she lived in the same community as her pupils.
143. Families of the laboring class are hard to work with because they have so many prejudices.
144. They are distressingly lacking in the niceties of social living.
145. Families of the laboring class spend their money so foolishly.
146. I'd like to have a chance to know families in this community as neighbors.
147. I would be unhappy living in this community.
148. It is unreasonable for the principal to expect teachers to live among factory workers.
149. The parents here won't be interested in the school.
150. Factory workers are just as fine as people of the white collar class.

APPENDIX 6
INFORMATION GATHERING
DEVICES

THE PENNSYLVANIA STATE UNIVERSITY
College of Home Economics
Department of Home Economics Education

Personal Data Questionnaire

_____ Date

Name _____ Marital Status _____

Parents' names _____ Telephone _____

Home address _____

Local address _____

Date of Birth _____ Place of Birth _____

How long has your family lived in their present community? _____

In how many different communities have you lived? _____

In how many different states have you lived? _____

Have you ever lived -- (check those which apply)

on a farm? _____	in a town under 10,000 _____
in a rural nonfarm area? _____	in a town 10,000 to 50,000 _____
in a village under 5,000? _____	in a city over 50,000 _____

What is the nearest large city to your home? _____

How far do you live from this city? _____

How often do you visit this city? _____

Family status -- (check those which apply)

_____ both living	_____ father only living	_____ together
_____ mother only	_____ both deceased	_____ separated-divorced
_____ living	_____ guardian	_____ step-parent

If there have been changes in the numerical status of your family since you were five years old, with the exception of normal births, please indicate briefly.

Family Members	Age	Country of Birth	Schooling Completed	Present Occupation	Special Interests
FATHER					
MOTHER					
brother(s)					
sister(s)					
others					

Who encouraged you to go to university?

Why did they encourage you?

Who pays for your education?

What is your parents' attitude to your receiving a university education?

What is your religious preference?

Identify any language(s) you speak other than English.

Indicate any diversity of the following among

	dates	close friends	acquaintances	extended family
race				
religion				
language				
ethnic origin				

Indicate any travel experiences you have had alone:

Indicate any travel experiences you have had with your family:

Describe any experiences you have had which placed you in a leadership role:

Please evaluate yourself on the following continuum:

Leader							Follower
sophisticated							unsophisticated
conventional							unconventional
professional							nonprofessional

Indicate upon whom you rely for help in making decisions in following areas:

	parents	girl friends	siblings	other relatives	dates	self	other
use of time							
use of money							
travel							
friends							
dates							
clothing							
food							
sexual mores							
other moral issues							

Describe any experiences you have had with people who differ greatly from yourself--socially, economically, with mental or physical handicaps, etc.

Describe experiences you have had in living away from your family for longer than a month.

Indicate degree of parental involvement in the following areas:

	control	advise	allow freedom	don't care
use of time				
use of money				
travel				
friends				
timing of dates				
variety of dates				
number of dates				
clothing				
type and amount of food				
sexual mores				
other moral issues				

POST PRACTICUM RATING SCALE

Directions: As you consider the following statements, please give candid ratings that reflect your present feelings. Follow each statement with a brief explanation of why you feel the way you do. For each statement, check the term that best describes your feelings.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My practicum has influenced my academic life. _____ _____	_____	_____	_____	_____	_____
2. Following my practicum I felt more free to express my own curricular wants and needs. _____ _____	_____	_____	_____	_____	_____
3. As a result of my practicum, my knowledge of people who are different from myself has grown. _____ _____	_____	_____	_____	_____	_____
4. I think that my post seminar test results accurately measured my learning during the practicum. _____ _____	_____	_____	_____	_____	_____
5. My interests and endeavors changed to some extent following my practicum. _____ _____	_____	_____	_____	_____	_____
6. I have been able to relate my practicum to later class experiences. _____ _____	_____	_____	_____	_____	_____

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. I have tried to influence others in their choice of a practicum.	_____	_____	_____	_____	_____

8. I would suggest a mandatory practicum such as living with a family that differs greatly from one's own.	_____	_____	_____	_____	_____

9. I think that I was especially suited for the experimental practicum.	_____	_____	_____	_____	_____

10. I think that one's decisions about the practicum should be made by the college and student, independent of parents' attitudes.	_____	_____	_____	_____	_____

11. The practicum has (will) influenced my selection of a teaching position.	_____	_____	_____	_____	_____

12. The practicum has (will) influenced my selection of instructional materials, methods of teaching, and/or attitudes toward students.	_____	_____	_____	_____	_____

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13. I think that the practicum increased my openmindedness and changed some of my stereotypes.	_____	_____	_____	_____	_____

14. During the practicum I gained knowledge of ways in which lower class individuals differ from the middle class.	_____	_____	_____	_____	_____

15. I feel that I am much more accepting of others now than I was before my practicum.	_____	_____	_____	_____	_____

EXPERIMENTAL PRACTICUM--TEACHER'S QUESTIONNAIRE

Home economics subject matter deals almost entirely with the values, material culture, decisions, and aspirations of people as they function in daily life. With this statement in mind, react to the following questions and relate your answers to your present teaching experiences.

1. How does my own pattern of values and standards handicap me in the classroom?
2. How well am I able to differentiate concepts which are essential and appropriate for particular students?
3. To what extent are my students able to understand the concepts I teach?
4. How do the ideas, words, names, and examples I use coincide with those familiar to and used by my students?
5. How do my pre-teaching experiences and orientations differ from other teachers on the faculty?
6. Approximately what percentage of each of the following do I have in my classes?

Social - - -	low	_____	middle	_____	high	_____
Economic -	disadvantaged	_____	average	_____	affluent	_____
Mental - - -	handicapped	_____	normal	_____	gifted	_____

(TOP)

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East, Marjorie Boleratz, Julia M.					
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IDENTIFIERS					
ABSTRACT					
College sophomore and junior students expecting to become home economics teachers spent ten weeks immersed in the working class culture. Each student lived with a family characterized by low income (\$3-\$4000), many children (up to 10), a dominant female parent, and frequent crises. Each student also held a regular job typical of those available to high school dropouts. The experience was preceded and followed by intensive seminars; a counselor-supervisor conferred with students regularly. Pre- and posttests measured possible personality changes (dogmatism and self-actualization) and changes in attitudes and knowledge. A case study approach assessed individual change. Group gains were significant on self-actualization, on certainty of answers on a test of knowledge of the disadvantaged, and on a measure assessing attitudes toward families unlike their own. This was an exploratory study to test the feasibility of including such an experience in the regular preservice teacher education curriculum in order to help middle class teachers understand the patterns of life and work typical of the working class. Students and faculty agreed that the experience was valuable and feasible.					